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Pepperdine University
Graduate School of Education and Psychology

WOMEN'S SOCIAL NETWORKING: STEPS THAT
ORGANIZE LOW-TECHNOLOGY USERS WITH EMERGENCY NEEDS

A dissertation submitted in partial satisfaction
of the requirements for the degree of
Doctor of Education in Organizational Leadership

by

Jon O. Gary

February, 2011

Lauren Walters, Ed.D.— Dissertation Chairperson

This dissertation, written by

Jon O. Gary

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

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DEDICATION

“It Is Not Easy Being Green” by Kermit The Frog is a theme song I have danced to my whole life, and developing this dissertation was the next in my line of “green moments”. Technology drives my interest and passion. Initially, in its television, film and animation form, I dreamed of developing family projects for major networks and distribution. As God would have it, these projects ended up at sparsely populated film festivals, DVD night with friends, and “We’ll get back to you!” responses from Hollywood executives. Fresh “off of a run” of Hollywood internships and low paying jobs, I boldly started this program. Was it God’s will? Honestly, I don’t think so. But I do know God is a redeemer of all things... or as said by God through Luke 18:27, "What is impossible with men is possible with God".

For those new to my life, please bear witness to a work in progress. For those who have walked with me, I give thanks. Dexter and Lisa Jones, your family has supported me beyond explanation. Pastor Gwen, I honor your wisdom and your gatekeeper Roy. Laurie, who will I argue with now? Michael Falkow, because of your mentorship, Information Technology became a person with needs and desires. Mrs. Galdamez, thank you, and “muchas gracias a los padres de Bancroft Middle School!” Senior Pastor Triche, the title may be new to your church family, but not to your blood family. Granna and Papa, bless you for your social networking expertise. Mom and Dad, thanks for saving the best seed for last (wink).

VITA

Jon O. Gary

SUMMARY OF QUALIFICATION

Results oriented professional with doctoral level of field study and ten years of experience in training urban adults in computer literacy at the community level, undergraduate and graduate level. Seeking to develop “technology life skills” of urban adults through online and neighborhood community partnerships at the local, state, and national level.

EDUCATION

Pepperdine University, Malibu, CA Doctor of Education	2011
California Institute of the Arts, Valencia, CA Master of Fine Arts	1998
University of California at Berkeley Bachelor of Arts in Development Studies	1991

FACULTY EXPERIENCE

Adjunct Faculty National University, Los Angeles	1999–Present
-----------------------------------------------------	--------------

- Instructed undergraduate student in information literacy technology
- Mentored graduate students in online research writing design
- Instructed hybrid (online and on campus) Organizational Leadership, Behavior, and Human Development classes for the Masters in Public Administration, Business Administration, and undergraduate College of Letters and Science
- Trained teachers in web space design and development for School of Education Credential program
- Instructed Psychology, Statistics, Mass Communications, and English courses for the undergraduate College of Letters and Science
- Advised graduate MPA students in Organizational Development Practitioner interaction for the work place
- Evaluated and edited student research writing projects

Remote Faculty TUI University, Los Angeles	2009-Present
-----------------------------------------------	--------------

- Online instructor for the Schools of Business and Education
- Facilitated social networking site engagement, and online library research instructions for graduate level students currently serving and deployed in the military

OTHER EXPERIENCE

Information Communication Technology Researcher 1999-Present

Los Angeles Unified School District

- Tracking trends in form factor computer use of over 75 thousand high school students
- Exploring methodology of developing technology strategies to serve rural and urban communities that address social software applications demand metrics
- Implementing technology employment pilot program preparing low computer using participants for online employment interviews
- Developing instrumentation that tracks the metrics of urban low computer user ability
- Implementing instrumentation that tracks the metrics of urban computer users willingness to buy technology products

Technology Consultant 2004-Present

Art Institute of California-Los Angeles

- Co-Created Red Giant Productions, an animation technology employment program that developed mentorship's and career placement opportunities with animation design/multimedia students and employers such as Nickelodeon Studios and MTV Productions

Los Angeles Unified School District 2008-Present

- Developed training program for low computer using urban adults in software applications for the Now Academy--a pilot school opening in September 2009.
- Developed technology partnership pilot program between Los Angeles Unified School District teachers, families; and online social networking community

ABSTRACT

The purpose of the study was for the researcher to develop and have evaluated the content, organization and ease of use of a computer-training program *Emergency Response Quick Start* book based on Information and Communication Technology environmental designs. This book was most notably based on underutilized women social networking traditions (food recipe/ meal preparation, and service). One research objective guided the development and evaluation of this training program:

1. This study provided an opportunity for a group of urban adults to evaluate, clarify, and test the ease of use of this computer-training program *Emergency Response Quick Start book*.

The 14 participant trainees were parents of the students at the various school sites where the trainings were held. The school sites Bancroft Middle School and the New Open World (Now) Academy (Los Angeles) are both designated as free and reduced lunch sites. Thus the parent trainees represent the low-income constituency that the researcher wanted as his sample. The program lasted for five sessions. The majority of the participants found the pilot created a training program *Emergency Response Quick Start* book that became easier to follow by the end of the program. Recommendations for this program included building sustainable ICT communities to support a larger expansion of this program with children and other capable family members as trainers for the parents, and an instructional kit with simple multilingual signage instructions, poster size instructions, and note cards to best support low technology using urban adults with emergency technology needs.

Chapter 1 : Background

The Digital Divide

As computer functions become more accessible through television, radio and telephones there are those who believe that the digital divide is becoming obsolete (Facer 2007). The people benefiting from the easy accessibility include middle to high income city-dwellers using computers for enjoyment and innovation (e.g. chat rooms, website design). Those not benefiting include a computer scarce public who lack accessibility, education, and finances (Barzilai-Nahon, Rafaeli & Ahituv, n.d.). At best, a few of these citizens will be effective technology consumers, while most will experience intermittent use (Chen & Wellman, 2003). However, there are some steps being taken to close the digital divide. One of these steps is the development of Information and Communications Technology (ICT) programs. Generally, ICT is known as a method of assisting the non-users in attaining access to and utilizing available technology that will lead to a superior quality of living, like a job opportunity, or improved emotional stability, like learning basic technology skills (Heres, 2005).

Like the invention of the telegraph by Morse in 1837 and the telephone by Bell in 1876, programs that involved ICT characteristics included Marconi's "wireless telegraph" in 1895, which influenced the inventions of the short wave radio of 1926, microwave radio of 1946, television, space satellites of 1957, and the military Internet of the 1970s; today's Google and Yahoo (Babe, n.d.). The inventors of yesteryear have also influenced the typical designers of today's society, which have included via phenomenon young urban deejays use of technology with the advent of hip hop music in the 1970s, but excluded seniors and most evidently women (Barzilai-Nahon, 2006). Generally, the

female population has less access and knowledge about technology and its uses for improved economic growth life style (Selwyn, Gorard, & Furlong, 2006). Specifically women attaining Bachelors degrees in computer related fields has dropped from 38% in 1985 to 28% in 2003, of which 17% continue towards graduate level work in the same field (Dean, 2007). According to Dean (2007), reasons for these worsening numbers in academia include the “nerd factor” perception by women students of those attaining a computer technology degree. Research implies that women need resocialization to train towards male occupations, and supported in sexist technology labor malpractices such as unfair pay, and no maternity leave (Edmonds-Lloyd, 2005). In addition to these challenges, the following research reveals even more barriers for women of color.

Problem Statement

Although this computer divide dilemma affects women from all backgrounds, it is particularly more challenging for African American women, who are more likely to live in poverty and be the single care provider for their children (Community Technology Works, n.d.; National Telecommunications and Information Administration, 1999). Still women utilize instinctive communicative skills in these no pay to low pay jobs (e.g. motherhood, cooking, communication with clients) that should be used to gain social and economic gain through available technology. Such is the case in Bangladesh, where unskilled women have created an income by making calls, and retrieving messages on their cells phones for fellow villagers and family members. By using these phones, many of these women have since increased their technology skills. Generally developers do not expand this innovative use of female skills for ICT development, such as training

people with low literacy skills. As a result an untapped resource that could help support a world economy is being voided (Zulu, 2007). This study addressed innovative computer training possibilities utilizing most notably traditional women social networking skills as program development design to teach people with low literacy skills basic computer proficiency.

Purpose of the Study

The purpose of the study was for the researcher to develop and have evaluated the content, organization and ease of use of a computer-training program *Emergency Response Quick Start* book based on Information and Communication Technology environmental designs. This book was most notably based on underutilized women social networking traditions (food recipe/ meal preparation, and service). The major objective of this project made available an assessment of a service and its product (L. E. Walters, personal communication, August 12, 2009). One research objective guided the development and evaluation of this training program:

1. This study provided an opportunity for a group of urban adults to evaluate, clarify, and test the ease of use of this computer-training program *Emergency Response Quick Start* book.

Furthermore, the following evaluations addressed two questions: (a) What are the strengths of this service and product, and (b) How can the developer improve it?

Limitations to the Study

1. There is very little literature review on Information and Communication Technology training programs with domestic urban women.

2. There is diminutive study on Information Communications Technology, and its affect on domestic urban populations.
3. Most of the participants did not have online computer access at home.
4. The technology center at the middle school accessed by the adult participants blocked email account set ups through outside vendors.

Definitions and Terms

- *Information Communication Technology (ICT)*. A method of examining and measuring the way technology like the Internet can manage both traditional kinships, and intermittent associations (Hampton & Wellman 2003).
- *Globalization*. This is the process where third world productions of first world material are traded internationally, causing the third world nation to become more interdependent of these products (Lieten 2003).
- *Social Capital*. The networks of individuals locally; and externally towards more job opportunities near and abroad. Social capital is also resources that can improve quality of life (Heres, 2005). Social Capital Workshop (2003) defined social capital as a democratic and inclusive process, which depends on informal networks of relationships between family and friends, based on volunteerism.
- *Gemeinschaft*. Community, family, and essential instinctive will. (Tonnie & Loomis, 2002).
- *Gesellschaft*. Societal self-fulfilling goals (Tonnie & Loomis, 2002).
- *Bonding Capital Relationship* through family friends and community ties. This also can be detrimental if it is too high like gang activity (Anderson & Gaved, 2006).

- *Bridging Capital*. Connecting weaker groups of people (people from different environments). Some argue that this can be interpreted as lateral ties (e.g. neighboring communities), or hierarchal ties like city council or private industry (Anderson & Gaved, 2006).
- *Quality of Life*. This is an assessment of ICT program outcome for the community. This divides into three parts, which are (a) *Unit of Observation*, (b) *Objectivity Measurement*, and, (c) *Domains*. Unit of Observation refers to the number of community members involved in the process. Objectivity measurement refers to authenticating the strength of the process as a function of the quality of the community. Domain refers to evaluating the community members' status across various areas that include, physical well being, material gain, emotional stability, social engagement development and activities increase (Heres, 2005).
- *Social Capital, Quality of Life and Information Society Technologies (SOCQUIT)*. This ICT Initiative designed by the *European Institute for Research and Strategic Studies in Telecommunications* (2006). This is a private organization that is a leader in European information technology (Anderson & Gaved, 2006).
- *The Livelihoods Information Wheel*. This is a theoretical approach towards supporting the short-term and long-term needs of the third world rural people. Livelihoods include four areas: Natural Capital, Financial Capital, Social Capital and Physical Capital (Herselman & Ngcobo, 2007).
- *Community*. Defined by the livelihood, identity, and common goals of a group. Community networks refer to ICT ownership by the community, or one community member who represents the neighborhoods interest. This may include

partnership with government, universities, and or donors (Anderson & Gaved, 2006).

- *The Livelihood Sustainability Model*. This model design often referred to by donors and agencies in understanding how to facilitate sustainable and consistent support to an extremely poor community. Once long-term and/or short-term goals convey to the agency by the community, the transforming organizations (i.e. governments, donors, Non Government Organizations) become sensitized to the long-term and short-term vulnerabilities and goals of that community (Chapman, Slaymaker, & Young, n.d.).
- *Food (in)security*. Unlimited or limited access to nutritional and or social unacceptable food that defines a person's social status, or physical well being (Allen & Wilson, 2005).

Chapter 2 : Literature Review

In this chapter, the researcher reviewed literature on Information Communications Technologies (ICTs) practices in North America and third world countries. Additionally, the researcher investigated social theory and holistic measures that validate women ICT abilities that may support low-tech technology users in times of emergency computer needs.

This study is largely based on the theoretical framework called the SOCQUIT Project, which is a conceptual approach for using technology as the connector between ICT, Social Capital, and Quality of Life outcomes (Heres, 2005). These model types included the Family Technology Resource of the Dekalb County School System (DCSS) of Dekalb County Georgia. This model focused on four objectives for ICT technology programs: (a) Utilizing hardware and software via the elementary school technology site, (b) acknowledging institutional elements that do and do not support the program, (c) understanding the effectiveness of the content used, and (d) the communities' capacity to use the computer technology (Baker & O'Neil, 2003). The second model included the Grameen Bank/Village Phone Project, a \$200.000 micro-credit loan allows poor women to use their communal skill-sets as way of gaining income and social respectability. With this loan, these ladies buy cell phones, and charge a small fee to fellow villagers to pass on messages, and make phone calls to family members living abroad (Yunus, 2004).

Theory and Practices in North America

Technology persuades people, and people revolutionize technology. Initially some researchers feared that technology would devastate communities, resulting in the deterioration of interpersonal community relationships and social contact between people; lesson community commonality, volunteerism, and public gatherings. Particularly, the railroad and telegraph would eventually slow local business. Subsequently, the phone lines, railways, highways, airways and television would stop face to face exchanges, between families and friends. In the same vain of train, planes and automobiles, many experts believe that the Internet advances technological segregation amongst groups of people (Hampton & Wellman, 2003; Tonnie & Loomis 2002; Williams, 2004).

Scholars and international agencies have developed methods of digital inclusion, which consists of assistance in socializing smaller communities to use computer technology. Aside for current large for profit social networks driven by advertisement (e.g. Facebook, Twitter) smaller community developments are financially sporadic, making it challenging for citizens to create a neighborhood technology network, and complex for researchers to gather measurable information to improve these networks, especially in urban communities. Information Communication Technology (ICT) is a method of examining and measuring the way technology can develop social networks while increasing the emotional stability and livelihood availability of the participating citizens (Hampton & Wellman, 2003). The following paragraph describes the types of communities often researched concerning Information Communication Technology study in the United States.

Early Technology Adopters/Innovators and Subculture Innovators

Early technology adopters and innovators represent the first to invest and design technology. This is often seen amongst university students, and computer scientists who take their work and school technology familiarity into the home (e.g. Bill Gates and Steven Jobs). Subculture innovators represent individuals who use technology for small group purposes that extend to the masses (e.g. illegal and legal internet music downloads for end-users). Precursors to modern social networking sites, the following three case studies examine middle class technology adopting communities, frequently cited for Information and Communication Technology (ICT) research (Anderson & Gaved, 2006).

Homenet-Carnegie Mellon University. Homenet (1996-1999), utilized new users without computer access. The 93 participants included parent/adult board of directors, and their teenage children/school news paper workers (The HomeNet Project, n.d.). For 3 years the project collected data through in-home interviews, periodic questionnaires and machine records of weekly online computer use. This was one of the first studies to connect Internet influences on the social relationships of the end user (Hampton & Wellman, 2003).

Netville. The Netville Project (1996-1999) examined the affects of high speed Internet on a Toronto middle class housing community and its social relationships between the homeowners through surveys and ethnographic observation by the researcher. The prominent results of these findings discovered that neighborhood email information exchange of common interest (e.g. neighborhood garage sale) increased phone call volume between unfamiliar families (Williams, 2004). According to Hampton and Wellman (2003) the researchers from this project developed a hybrid version of

Netville, named I-Neighbors (with the Annenberg Center of Communications, University of Pennsylvania) that focus on connecting local neighborhoods with similar interests and issues.

Blacksburg Electronic Village-University of Virginia. The Blacksburg Electronic Village researchers created a bundle of Internet services (e.g. website design, blogs, community chat rooms) largely used by its college educated, and middle income residence. In an interview with 10 members of the community, examiners discovered (like Netville) that email and online communities increased social relationships between friends/family, and new acquaintances (Williams, 2004).

Homenet, Netville and Blacksburg case studies serve a purpose for ICT research reports for middle class communities. For low income urban/municipal and rural end users, these case studies aid mission and vision development, while lacking the field study, “sensitive” metrics needed to build a thorough ICT community development plan (Anderson & Gaved, 2006). The lack of consideration resulted in *cognitive dissonance*, *learning challenges* and *sensitivity issues* from the low income/late adopter computer trainee (Albelda & Tilley, 1997; Edmonds-Lloyd, 2005; Hampton, & Wellman, 2003). In Lagrange Georgia, outside investors offered free cable Internet access and email accounts to its low-income residence. Unfamiliarity with technology and a negative “buzz” in the street made the people suspicious and disinterested. Fifty-four Community Technology Centers(CTC)Projects were funded by the department of education to implement and improve adult education in the United States urban communities (US Department of Education, 2002). In an Atlanta based CTC, social networks brought urban residences into the computer centers, but according to the researcher, trainers disregarded the locals

abilities, leading these participants to lose interest. Native American council members remains leery of sacred rituals exposure on reservation websites thus slowing ICT development in these communities (Telecommunications Technology and Native Americans, 1995; Williams, 2004).

Safety support and accessibility do to city planning segregation also strain urban ICT development (Hampton, & Wellman, 2003). Affecting all these communities are computer purchases toward ICT development. These products are still too expensive and not “machine washer” reliable enough to attract consistent purchases from these low-income and rural urban families (Brown & Ventakesh, 2005). The following example is an ICT model for low-income families that utilize input from the community, develop trust with the participant, while utilizing available technology in the neighborhood.

Asset-Based Community Development

Northwestern Universities’ Asset-Based Community Development Research Design (ABCD), focused on the assets in a lower-income community member versus its deficit (e.g. Though Pete lost his arm in a fork lifting accident, he is a trained forklift operator), identified interest of the residence by the residence (e.g. Now on permanent disability, Pete loves to spend his spare time teaching fork lifting procedures), and building relationship with stakeholders while learning available technology (e.g. the local steel mill needs a volunteer trainer like Pete, to teach fork lifting procedures to new drivers. In exchange for his services Pete along with the new drivers will learn how to drive forklifts through computer-simulated activities at the community computer center). Through observation, surveys and interviews with participants, ABCD community projects focusing on digital inclusion increased the self-esteem and computer literacy of

the participating urban residence. Current programs that model the ABCD scheme include Neighborhood Technology Centers (NTCs) of Massachusetts. In a joint effort with the Massachusetts Institute of Technology (MIT) and the United States Department of Housing Urban Development, NTCs designed projects that develop self-esteem and computer competency amongst its Massachusetts urban residence. Three of these practices included three implementations: (a) The installation of a wireless fidelity, and a network free wireless cards to the elderly citizens living in the Camfield Estates (low income housing); (b) the expansion of websites to all HUD Neighborhood Technology Centers (NTCs) in the greater Boston area; (c) the increase of digital storytelling classes to school aged children, and the launch of community newsletters. These activities helped improve local relationships, community resource allocation and activities amongst the residence (Kretzman & Mcknight, n.d.).

The Family Technology Resource Centers (FTRC) of Atlanta Georgia, though similar to the Asset Based Community (ABCD) model, closely followed the social capital theory. Social capital means to extend volunteer networks of individuals towards more job opportunities through informal relationships. This can happen in churches, schools, and private companies. Trust is the foundation to social capital, and the bridge to institutionalized relationships. This works something like a social credit card (Bourdieu, 1986; Putnam n.d.; Social Capital Workshop, 2003). The following information describes parallels between the FTRC program, and other social capital influenced designs.

Family Technology Resource Centers

FTRC is a program of 14 technology centers operated by the Dekalb County School System (DCSS). This project has served the fastest growing poverty population in

Atlanta, and is the second largest school system in the south with a minority population of almost 87%. Initially, developers focused on four objectives for this technology program: (a) Utilizing hardware and software via the elementary school technology site; (b) Acknowledging institutional elements that do and do not support the program; (c) understanding the effectiveness of the content used, and (d) The communities' capacity to use the computer technology. Furthermore, the FTTC program executed this program by focusing on the community's instincts (current skill-sets), and the community's goals towards using technology to attain educational and job aspirations (Baker & O'Neil, 2003). This philosophy stems from the position of the two derivatives of social capital theory. *Gemeinschaft* (community) essential instinctive will; and *Gesellschaft* (society) self-fulfilling goals. This term is redefined as weak versus strong capital, which is a prerequisite for *bonding capital* and *bridging capital* (Deflem, 2001; Tonnies & Loomis, 2002; Williams, 2004). Bonding capital is relational, developed through family friends and community ties, to the betterment of the community. Bridging capital connects weaker groups to different outside groups. Some interpreted this as lateral ties to hierarchal ties like a small business owner's janitorial service having contractual ties to the city maintenance department. According to Heres (2005) bridging and bonding capital drive initiatives towards three Quality of Life designations (meaning job and self-esteem improvement). These designations are Unit of Observation, Objectivity Measurement, and, Domains.

Unit of Observation. Unit of Observation refers to the number of community members involved in the process that lead towards program improvement (Heres, 2005). Politically, the FTTC program received \$1 million funding from the Dekalb County

School Board for software vendors to implement technology training for teachers. In return, the vendors agreed to volunteer computer technology training outreach programs in the community. Economically, activists argued for the use of existing infrastructures and technology. He emphasized that the school had after school time availability, and licensed computer equipment. After the success of the initial pilot study, the board increased the training program to \$5.5 million dollars. To date, The FTRC program has received more than \$11 million in grants, which is allocated towards running 14 FTRC sites. To date, 7,500 teachers, 3000 community members, and 2000 others have gone through the program (Baker & O'Neil, 2003).

Objectivity Measurement. Objectivity measurement refers to authenticating the strength of the process as a function of the quality of the community (Heres, 2005). To support this process, Bouie developed a governing body consisting of seven members that would manage and validate each project site. These members included a selected principal, teacher, student, and program participant; two community representatives and, a business stakeholder. Originally “word of mouth” advertisement connected the Parent Teacher and Student Associations (PTSA) with parents in the community. To date, at Gresham Elementary School (the first FTRC site) parental involvement increased from 5% in 1995 to 88% in 2000 (Baker & O'Neil, 2003).

Domains. Domains refers to evaluating the community members' status across various areas such as physical well-being, material gain, and emotional stability (Heres, 2005). Specifically, the FTRC creates domains with the community in the form of job placement services, college credits with the universities and, legal services through law firms and churches. One example included the school district hiring of FTRC program

graduates as instructional and technical personnel. In addition, the following 11 domains report positive outcomes for each school with an FTTC program have also been reported: (a) Increased individual student in reading and math, (b) Improved school attendance, (c) Decreased student discipline referrals, (d) Increased parental support in home-school partnership contracts, (e) Increased parental involvement in homework, (f) Increased home-school contact, (g) Expanded partnerships between schools and businesses, (h) Extended services offered at school during non-traditional hours, (i) Increased hours spent on task learning for K-12 students, and (j) Job opportunities for parents. Other key success factors have included organized after school programs, and mentor training programs that have allowed parents to enroll in the program with their children (Baker & O'Neil, 2003).

The Social Capital Quality of Life and Information society Technologies- "SOCQUIT" Project is a conceptual approach (closely related to the FTTC case study) for using technology as the connector between ICT, Social Capital, and Quality of Life outcomes (Heres, 2005).

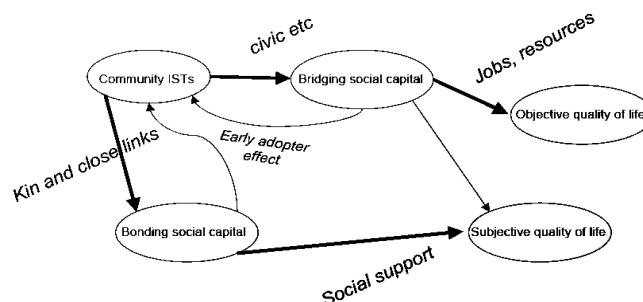


Figure 1. The SOCQUIT Model

This is a conceptual model of how this SOCQUIT ICT initiatives uses computer technology training centers to connect social initiatives with bonding capital and bridging capital towards quality of life indicators. The two different routes explore subjective/internal growth (i.e. attitude, relationships) versus objective/external growth like job opportunities (Anderson & Gaved, 2006).

The Family Technology Resource Centers have achieved three outcomes that synthesize with the SOCQUIT goals: providing equal access to computer training to all segments of the community; enhancing parent knowledge of computing skills to support their children's education and improve their own employment opportunities; and strengthening partnerships among key stakeholders including parents to parents; parents to schools, and businesses to community organizations. Sustainability is an ongoing problem in the FTRC program (that is also stated in the SOCQUIT model). For the FTRC program, this would include time constraints on funding proposals funding resources, misappropriation of funding by staff members and, outdated equipment (Baker & O'Neil, 2003). Aside for the aforementioned dilemma, the researcher has found that The Family Technology Resource Center (FTRC) is the most comprehensive case study in domestic ICT development that supports urban ICT research. Furthermore, though loosely

connected to the domestic ABCD program, the FTRC program is most similar to the SOCQUIT model, which is a European design more notable with International ICT development (Anderson & Gaved, 2006). Therefore, the researcher is exploring third world countries in need of ICT development that consider the SOCQUIT model and other international ICT models as remedies to their technology dilemma. The hope is to gain exhaustive ICT insight that may applicably in North American urban cities in need of ICT support.

South African ICT

South Africa is a country where the ICTs are very persistent in its major cities that meet major stakeholders needs, but non-existence amongst its rural villages (Herselman & Ngcobo, 2007). Many city-dwellers South African's speak universal English, a major attraction for ICT stakeholders like Dell and Micro Systems to invest in this country. Therefore, these companies built customer service centers and industrial plants, boosting the economy and technology availability. From this, South Africa (along with its local entrepreneurships) makes it the 20th largest IT product consumer in the world. (Mpumalanga Economic Growth Agency, 2008).

These ICT investments still have yet to translate ICT support for its rural villages. KwaZulu-Natal (KZN) is a rural area which is 80% black. Its biggest industries include; sugar refining, industrial plants (e.g. oil, automobiles, food processing) and safari tourism. As a result of past Apartheid, the people generally live in Bantu huts, and are subsistence cattle raisers and corn farmers. Kwa-Zulu Natal is also an area that lacks English literacy, and has a high level of native illiteracy (women higher than men). This lack of English speaking and writing literacy does not attract first world ICT investors to

these areas. Furthermore, with no prominent ICT influences, rural economies continue in an outmoded manner (Herselman & Ngcobo, 2007).

Latin American ICT

Similar to South Africa, Latin America also attracts first world IT developments. This is due to partisan trade access, proximity to the United States market, and an inexpensive labor force. Yet, like South Africa, ICT access is divided by income, and education level. As a result, the educated and affluent users in Latin America keep pace. The rest of the population uses basic features of ICT (e.g. cell phone communications with family), or do not use technology at all. The average Latin American income is \$3,500 per year, with half of the Latin Americans living on less than \$2.00 a day. As a result, less than 5% of the population own personal computers. Therefore, local Latin American companies cannot afford to keep up with the changes in new technology adoption. Economically Latin American private schools invest in technologically supported that public schools cannot afford. Secondly, technology education starts at the Latin American secondary public school level; the age the enrollment drops to 57% (Garcia-Murillo, 2003). This may be due to globalization, where third world productions of first world material are traded internationally, causing the third world nation to become more interdependent of these products. As cheap production increases in Latin America, it increases the wage for the uneducated workers. Thus work for the uneducated outweighs their education and ICT development (Lieten, 2003). According to Herselman and Ngcobo (2007) ICTs in both third world and first world countries must become a model involving processes and procedures that engage the local, rural, and neighborhood communities with key stakeholders, which may abort class

division. The following section will investigate two international ICT designs that are being utilized in community/stakeholder procedure development for third world communities.

The Livelihoods Information Wheel

To support third world communities through ICT efforts, Herselman and Ngcobo (2007), suggests the Livelihoods Information Wheel. This is a theoretical approach towards supporting the short-term and long-term needs of the third world rural people. Livelihoods Wheel includes four areas: Natural Capital, Financial Capital, Social Capital and Physical Capital. Natural Capital involves dealing with a community's natural resources. Financial Capital includes micro-credit accessibility for the local community, more information on appropriate loan opportunities, and proper regulations for loan officials. Social Capital in this model represents extending the networks of individuals locally, and externally towards more job opportunities near and abroad. Physical Capital is the access to market information regarding product forecast. This can benefit the local community in both short and long-term production.

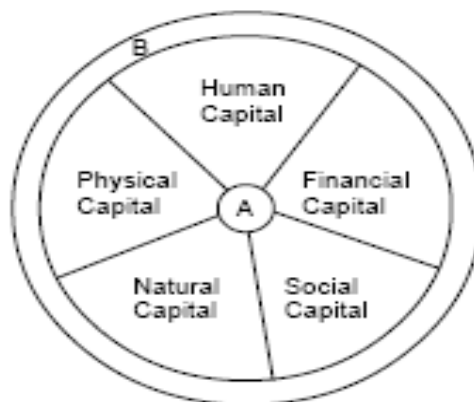


Figure 2. Livelihoods information wheel

Position A represents the long-term core of the model where the ICT is incorporated into the education of the poor, like computer training classes. Position B represents short-term support of the livelihoods of the community via ICT, like a cell phone call during a crisis (Herselman & Ngcobo, 2007). The country of India uses both short-term and long-term procedures that parallel Livelihood ICT Theory. A short-term example includes Vijaykumar Gunasekeran, a 27 year-old man working in Singapore. He phoned home to his village in Pondicherry India to warn neighbors of the coming Asian tsunami of 2004. A fellow villager named Gopu, called home as well. His cell phone warning was broadcast over the village loudspeaker. With these calls, the whole village of 3,630 people survived. A long-term example includes The Imperial Tobacco Company (ITC) of India. Since 2003 this is a leading private vendor that with India's government provided local farmers with the "E-Choupal" initiative to support rural farming communities with opportunities such as computer and Internet access. This program also explains policy procedures and rights to the farmers, such as the sale price of his or her product through reel-time computer Internet access. This increased their productivity,

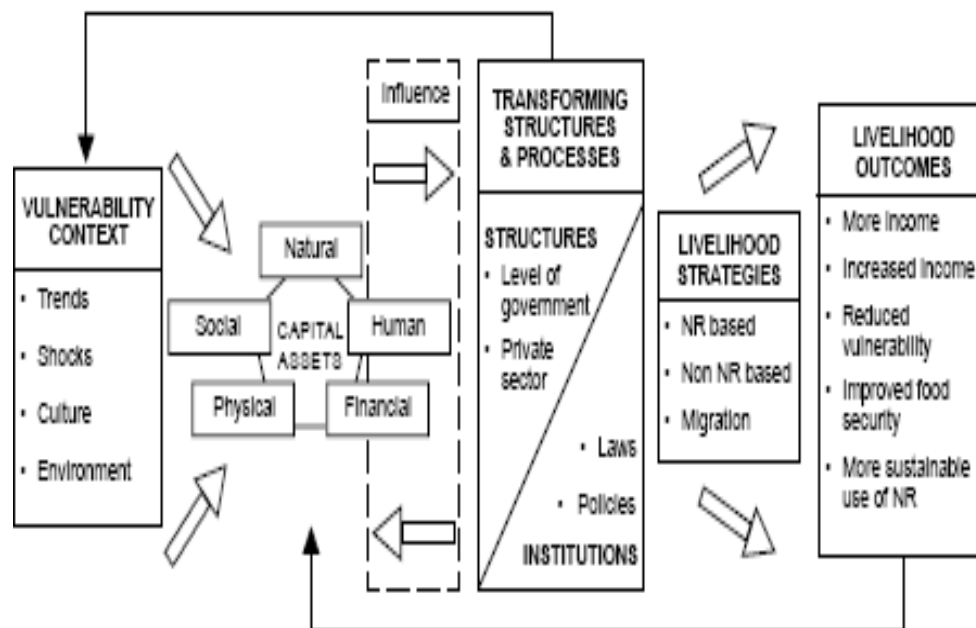
income, and profitability of the company. By 2010, E-Choupal Services will reach more than 100,000 villages (Organization for Economic Co-operation and Development, 2005).

Development Co-operations

While successful inconsistencies trouble ICT sustainability, international development co-operations pull all the players together into one solid foundation. These groups specialize in building leaders in the organization that champion the rural communities. These organizations build their human capacity and implement ICTs as the tool to meet the livelihood goals for the rural people. These groups also support best practices such as transparent governance of regulations; human rights of marginalized groups; freedom of the press; decent working conditions; consistent service, and laws of impartiality. Transparent governance of regulations reinforces diverse group collaborations. They do this by stating that mandates and procedures present fairly to all groups involved. The human rights of marginalized groups refer to fair treatment of a person(s) formerly arrested, or brutalized in a system that was not designed for their well-being. Freedom of the press allows these individuals to speak their position freely, without prosecution from a governmental and/or militia group. Consistent service refers to dependable support to the community needs (e.g. paved roads, electricity for homes, water, and sanitation). A law of impartiality speaks to judgment based on facts, not gender, class or race. The United States Agency for International Development (USAID) a development co-operation organization uses these best ICT practices in rural third world communities (Organization for Economic Co-operation and Development, 2005).

USAID distance initiatives co-operated with the Haiti Distance and Beyond the Classroom Project to improve teacher literacy. These radio supported programs foster student and teacher learning through songs, games, and activities for the classroom. USAID also supports developing apparel entrepreneurships in countries like Macedonia (USAID, 2002). These companies connect with other entities such as universities and businesses via ICTs to track industry trends, and develop business models. Though high expenses make ICT sustainability difficult, USAID supports 351 ICT initiatives throughout third world nations: 141 in Sub-Saharan Africa; 114 in Asia and near East; 68 in Europe and Eurasia, and 56 in Latin America and the Caribbean (United States Agency for International Development, 2003).

As stated by Anderson and Gaved (2006), even more so than its American counterpart, the poverty of foreign third world countries call for even more precise measures towards computer accessibility, training and thoughtful philanthropy for local ICT initiatives. These foci include community network, place based community network; and community-based ICT initiatives. The word *community* defines as where one lives, whom one identifies with, and common goals. Community networks refer to ICT ownership by the community, or one community member who represents the neighborhoods interest. This may include partnerships with government, universities, and or donors. Place based community network refers to a neighborhood that has a high amount of familiarity with one another, due to race, culture and or class. Community initiative plans are objectives developed by the community, which use ICTs to attain the planned outcomes.



NR=Natural Resource

Figure 3. United Kingdom department for international development (DFID) sustainability livelihoods framework

The DFID design is often used by donors and agencies to help them understand how to facilitate sustainable support projects to extremely poor communities. Once long-term and/or short-term goals are conveyed to the agency by the community, the transforming organizations (i.e. governments, donors, non Government Organizations) are more sensitive to the long-term and short-term vulnerabilities and goals of that community (Chapman et al., n.d.). Implementation of the Sustainability Livelihoods Framework, the Livelihoods Information Wheel, The Social Capital Quality of Life and Information Society Technologies Project (SOCQUIT), and the Asset Based Community Development Model (ABCD), are making strides towards advancing domestic low-income and international third world Information and Communication Technology

development. Yet, these programs still lack proper support for, and input from women in the community (Hafkin, 2002). The following section reveals disparities in ICT from a female perspective along with remedies on how to promote gender equality.

Women and ICTs

Gender influences create a differentiated giving environment in ICT development. Women in particular, are crucial towards ICT productivity, design quality, economic gain, and social responsibility. However, women harness social relationships that ICT have yet to acknowledge (Zulu, 2007). According to Hafkin (2002) The Fourth World Conference on Women in Beijing China (1995) emphasized that poverty, infrastructure, availability, lack of decision-making ability, language barriers, reading and writing illiteracy; and computer illiteracy remains a bigger barrier for women than men. Two-thirds of the world's 876 million people are women, yet domestic duties (such as care for the old and the young) do not allow women the time or mobility to learn technology. Also, some third world African countries regard science and math as too difficult for girls to understand. In India many schoolgirls who want to use computers receive harassed by the schoolboys. In addition, after English, most web sites are in Chinese, Japanese, and German languages that women in rural poor countries cannot speak. Furthermore Hildalgo and Thas (2004) suggests that third world women are subjected to online sex trafficking, and government surveillance of women ran websites. As a result, women account for only 30%-50% of the ICT employment, with the majority of these jobs in clerical work (Organization of Economic and Co-Operation Development, 2005).

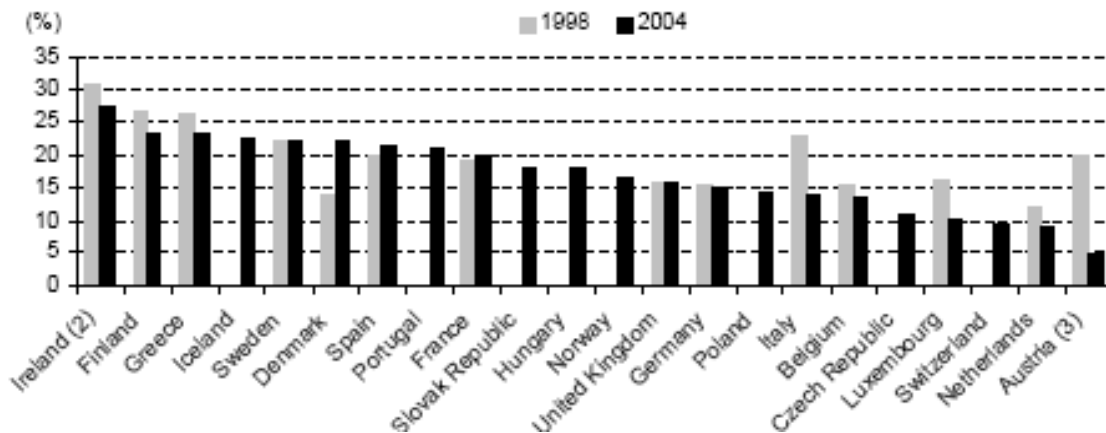


Figure 4. ICT jobs for women

This is a graph showing the decrease in women ICT jobs throughout the world between 1998-2004 (Organization of Economic and Co-Operation Development, 2005).

Adversely, In the United States, low-income and urban women spend their money on ICT products, expensive purchases like cell phone/Personal Digital Assistant (PDA) devices (Wei & Ven-Hwei, 2006). This is a trend in Hispanic homes, whose top expenses include phone related expenses. Furthermore, studies imply that cell phone spending increases as Hispanic families acculturate into American society (Eiriz, 2007; Gardyn & Fetto, 2003). African American homes, the majority ran by women heads of households obtain the lowest average income, but spend more on telephone services than any other race/gender(Humphreys, 2008). As said by Hildalgo and Thas (2004) policy makers must consider women's intrinsic and societal abilities (not consumerism) as transferable skill-sets into ICT development. For example, women draw on kinship networks in different ways that develop reciprocity and trust in ways men cannot facilitate. Also women master different types of communication styles such as synchronous (simultaneous) talk. However men innovators, (not women) used these

concepts in designing the telephone and Internet (Babe, n.d.). The following section gives examples of how women use primitive technology to design their own Information and Communication Technology (ICT) networks. Secondly, the section investigates a concept that may lend itself towards an untapped ICT design scheme.

Innovative Social Capital Harnessed Through the Use of Primitive ICT Design

In Bangladesh, supported by Nobel Peace Prize Winner Mohammad Yunus through the Grameen Bank/Village Phone Project, a \$200,000 micro-credit loan allows poor women to use their communal skill-sets as way of gaining income and social respectability. With this loan, these ladies buy cell phones, and charge a small fee to fellow villagers to pass on messages, and make phone calls to family members living abroad. Calls may include family information from relatives living abroad, farming market updates, sexual abuse reports; emergency health and weather updates. With the income, these “telephone ladies” pay off their loans, gain money for their family, and revenue for the Grameen Phone Company (Grameen Foundation, n.d.; Yunus, 2004). Similar to the village phone-ladies of Bangladesh, according to Fox (n.d.) more common social capital practices include women cooks from all around the world that use food recipes and traditions to maintain family and community relationships, while gaining income. Often, Italians historically used food as a symbol to connect all Italian communities beyond class and region of the old world. A study was done on how African American women used chicken recipes as a way to define self-image, custom, and culture. Job opportunities were also developed for these women. For example, Jewish women in the old south often bonded with their African American female cooks by

exchanging recipes for collard greens, sweet potato pies and Tzimmes (a Jewish dessert); brisket, and rendered chicken fat-known in Yiddish as “Smaltz” (Bower, 2007; Ferris, 2005). Terry Cross, Executive director of the National Indian Child Welfare Association, relates Native American women and food with Maslow’s Hierarchy of Needs. Maslow’s most notable order is physiology (humans need for food and water consumption), safety, love/family, self-esteem, and self-actualization. In Crosse’s order for Native American women, spirituality comes first, followed by food, water, safety, self-esteem and self-actualization. In this scheme, if one maintains a proper relationship with their creator, one will eat. If one maintains proper relationships with Creator and family, one will be safe, have identity, and attain self-actualization (National Indian Child Welfare Association, 2006). As supposed by Allen and Wilson (2005) these cultural food connections may stem from food insecurity, which is a state of unsure availability, hoarding, image defining or the fear of socially unacceptable meals. Food insecure individuals such as the Bangladesh phone-ladies, often of low-economic status, eat less expensive food, and lack daily nutritional dietary allowances. The phone-ladies use the phone to earn income for purchasing food that represents security, and “emotional comfort”. For first world women, this comfort could present by talking to a friend on the phone about sales at the supermarket, or making hoards of food at dinner time that they must freeze leftovers in an over pack freezer for future social gathering consumption. Hidalgo and Thas (2004) believe that developers could use these social gatherings as an opportunity for ICT designs. In Chapter 3, the researcher outlined a pilot test that investigated the reactions to a training program “Emergency Response Quick Start” book that utilize women’s social interaction design towards ICT design. The researcher hopes this saves resources

operated by Information Technology design, creates opportunities for new technology users; expands potential fiscal relationships with urban communities and outside stakeholders; and develops a novel practice to add to the field of Information and Communication Technology advancement.

Chapter 3 : Methodology

This chapter includes a discussion of the research design, sample and population, and the instrumentation. Furthermore the validity and reliability of the evaluation instruments and a discussion of the data collection and analysis methods was presented in this chapter.

Purpose of the Study

The purpose of the study was to develop and have evaluated the content, organization and ease of use of the researcher's computer-training program *Emergency Response Quick Start* (2010) book based on Information and Communication Technology environmental designs. This book was most notably based on underutilized women social networking traditions (food recipe/ meal preparation, and service). The major objective of this project made available an assessment of a service and its product (L.E. Walters, personal communication, August 12, 2009). One research objective guided the development and evaluation of this training program:

1. This study provided an opportunity for a group of urban adults to evaluate, clarify, and test the ease of use of this computer-training program *Emergency Response Quick Start* (2010) book.

Furthermore, the following evaluations addressed two questions: (a) What are the strengths of this service and product, and (b) How can the developer improve it?

Research Design

This study utilized an Evaluation Research Design. An evaluation research design analyzes social processes to determine if a program is accomplishing what it is intended to accomplish (Miller, 1991). This study analyzed an online and face-to face (in

person) training program *Emergency Response Quick Start* (2010) book that followed nine ICT themes (most notably from women social networking traditions) for effectiveness and qualities. Some of the qualities included job readiness (letter writing, resume' design) and overall basic computer literacy (web hunts) for participants. In addition this research design involved a descriptive study, which determines the accuracy of qualitative traditions encoded for research measurement purposes (L. E. Walters, personal communication, August 12, 2009).

Instrumentation tools. There were two types of instrumentation used to evaluate this training process:

1. An ongoing Likert scale evaluation of each individual training session.
2. An ongoing open-ended evaluation of the training program *Emergency Response Quick Start* book.

Validity and reliability. Four Adults tested the validity and reliability of the Likert scale and made suggestions about ways to improve the tool. These suggestions included creating a theme for each of the five training programs:

1. Session #1 "The No Help Session"- Writing a letter or resume on the computer without any help.
2. Session #2 "Starting with The Basics-Using the Mouse"- Tutoring on how to use a mouse so I can properly use it, to quickly get the information I need on a website of my choice.
3. Session #3 "Getting more help from the trainer on how to use the mouse for letter and resume writing."

4. Session #4 “Using my notes in the instructional guide on how to find a website with my mouse-without the instructor’s help”.
5. Session #5 “ The no help session. Seeing how much I have improved on writing my letter or resume with the instructional guide without the instructor’s help”.

This suggestion was incorporated into the rubric prior to passing it out to the participants.

Suggestion group. Four parent trainees reviewed the book design, website on line training and grammatical structure and design of the training program. Their responses were incorporated into the training program prior to the first pilot test. The trainers were five middle school teachers all women, between 25 to 30 years of age. The two males were in their mid 40s to early 50s. One from the marketing industry, the other a technology director from a nearby site, Bethune Middle School. The women consisted of two bilingual Hispanic, three African American, and one Caucasian. The male was African American in his mid forties, and from the marketing industry. The instructional book review took place at Drew Middle School, on a Saturday in South Los Angeles. The participants were asked to complete the training program for aesthetics, consistency and format. The group recommendations were presented in oral communication. The group made five major comments: (a) The book should have a name/brand that is application recognizable, and a large area for taking notes; (b) make the book convenient like a wallet; (c) have an area in the book to place photos of loved ones to motivate the participants’ drive to use the computer (e.g. a daughters picture could motivate the participant to find a website about quinceaneras); (d) place a reminder of what a traditional women social networker looks like on the cover of the book. This may remind

both the trainer and trainee of how to respect each other in a learning environment. The researcher took notes of these responses, and incorporated the changes; (e) create a Spanish supplemental guide, and make sure you allow the participants to choose their own sites aside from Facebook, the USA service site, Twitter, and My Space (See Appendix D).

Phase 1

Build the ICT environment. In the first phase of this study the researcher created an environment modeled after the Family Technology Resource Center program, and the SOCQUIT concept which uses computer technology training centers to connect social initiatives like relationships capital and job opportunities (writing resumes, employment searches) towards a higher quality of life outcome (Anderson & Gaved, 2006). The similar concepts and designs the researcher incorporated included housing the program at Bancroft Middle School and the NOW Academy(urban school site in Los Angeles); using school administration, teachers and local citizens as trainers; and adults parents at the school site seeking technology support opportunities for personal needs (job searches, health information, etc.) as the trainee participant.

Description of the program and product

According to Yunus (2004), as long as there is clarity, respect of person, and a quality of life needs outcome, the trainees will follow the direction of the trainer. To assure this outcome the researcher discovered and developed nine common themes found in the chapter two researches most notably in Yunuses' women lead "Phone Ladies" program, and women lead traditional food recipe social networking to incorporate into the training program Emergency Response Quick Start (2010) book:

1. Respect the learner. Trainers, use your own style of how you use the computer to show the guest learner what they need to know-do not show them extra functions-that's for later. Remind yourself of a how special people respect you serve you meal, or give you supportive attention. This is how you treat the new learners
2. Ears are for listening for the learners needs beyond what is said.
3. Save time by asking what some other outcome needs of the learner may be such as serving/volunteering, recipes, job search, application/résumé', health, education, PowerPoint, Excel? A known outcome will motivate a learner to do whatever it takes to get through the training.
4. Perform the technology task, and then allow the trainee to follow your lead.
5. Expect some resistance-people in time of quick need usually will accept the help.
6. Make the training creative and user friendly-as if they were using a cell phone.
7. Teach no more than the task at hand. Do not turn the learner into a programmer.
8. Meet the needs of the new learner-make sure they attain their outcome.
9. Increased Esteem of the learner should be noticeable after the training is finished-make it your goal. Once you walk the learner through your style of instruction, see if they can do it on their own. Praise the person for it.

The training program provided the trainers with the opportunity to teach students five basic tutorials on how to use the computer, with the choice of five more tutorials. Depending on the ability of the trainee, individuals spent 20-60 minutes to

finish each tutorial session. Each learner filled out a short evaluation form at the end of each tutorial. The next section will describe the background of the participants.

Background of the trainers. The seven trainers were school site teachers, administrators, and para-professional staff. Of the seven trainers, three were men, and four were women. Two were Hispanic American; three were Caucasian, and two African American. Two of the trainers were bilingual Spanish communicators and writers. The 14 trainees were parents of students at the two school sites where the trainings were held. The school sites, Bancroft Middle School and the New Open World (Now) Academy are both designated as free and reduced lunch sites. Thus the parent trainees represent the urban constituency that the researcher wanted as his sample. Each trainer was paired with one student trainee.

Phase 2

Participants. In order to evaluate the computer-training program, 14 urban adults participated in the studies who met two criteria:

1. Adult men and women with little to no computer experiences, but a desire to learn computers for personal needs (job application, resume' help, health information).
2. The men/women must be from communities in Los Angeles near the testing site.

In the face to face training program there were six Hispanic women, all English as a Second Language (ESL) parents and one English speaking African American man. Three could functionally read basic English site words such as brand names, but needed the assistance from the trainer to understand words, and in one case characters on the

keyboard. Of the Hispanic women, only two could syntactically create clear sentences in the open ended question responses.

In the online program, there were six women and one male. Six of the trainees were Hispanic English as a second language (ESL) parents, and one (a women) was English as a primary language communicator. The trainer communicated with the student trainees via email instructions through school computers, or to their home computers.

Phase 3

Creating the training sessions in the emergency response quick start (2010)

book. The following is a short version of what the training looked like:

1. This program took place over a 12-week period, focusing on five 60-minute training sessions (broken into 15-20 sub sessions) to attain one outcome for the learner.
2. The outcome was defined as performing the computer task without help.
3. Each trainer used the nine theme based steps to support the new technology learner (see page 56).
4. Each trainer used their personal way of using computers (from turning it on, to pulling up the website) and taught it to the new technology learner. The participant/trainee wrote down these instructions on note cards provided in the *Emergency Response Quick Start* (2010) book (See Appendix C).
5. The trainer and new learner had a note card in the instructional guide they flashed that stopped the training session if the information was not clear. This was an option to verbal commands.

6. A website version of the training program was designed to urge users to follow directions online, and receive email instructions from trainers.
7. At the end of the program, the participants received a certificate of completion.

Training Steps--How the researcher developed the book.

1. Gathered suggestion of the book design from the community
2. Created an outline for the book which consisted of the following five session foci:
(a) timed writing task test with no help, (b) mouse web support with help,
(c) writing task with help, (d) mouse/web test, no help, (e) timed writing task with no help.
3. Used the example of recipe cards to design the book.
4. Apple business card stock design.
5. Designed perforated card stock.
6. Used the example of a recipe book rolodex to create the template.
7. Apple business card software.
8. Used perforated card stock.

Data collection. The two following assessments were implemented: (a) An ongoing Likert scale evaluation of the how the program book is suitable for real life, easy to use, and overall rated, and (b) two open ended questions about the strengths and improvements needed for the program book.

The results from these assessments were utilized to improve the existing training program book.

Data analysis. The researcher used a statistical software package called Stat View (2007) to evaluate the feedback of the ongoing of the training program. The researcher measured open-ended question analysis using Microsoft Excel to find themes.

Human Subjects

The researcher presented five explanations to the Pepperdine Institutional Review Board (IRB) with the anticipation of earning exempt status to conduct research on human subjects:

1. The purpose of the study clearly and respectfully presented the information to the subjects, without fraudulence or malice.
2. There was minimal risk to the subjects.
3. The human subjects were not identified or implied.
4. The research did not integrate any protected groups.
5. All responses were confidential, and did not place the subjects in any unlawful, reputation damaging, employment destructive, or civil liability predicament.

Summary

In closing, the problem statement of this dissertation reveals that low income urban adults, most notably women fail to take part in technology related careers due to a lack of education, gender bias, and a lack of women Information and Communication Technology designs that could empower women and other low technology learners adapt to technology. Based on an instructional process derived from the social capital theory (social networking), Information Communication Technology models (ICT) and most notably traditional women social networking interaction, this study addressed innovative computer training possibilities utilizing most notably traditional women social networking skills as program development design to teach people with low literacy skills basic computer proficiency. The major objective of this project made available an assessment of a service and its product (L. E. Walters, personal communication, August 12, 2009). One research objective guided the development and evaluation of this training program:

1. This study provided an opportunity for a group of urban adults to evaluate, clarify, and test the ease of use of this computer-training program *Emergency Response Quick Start* (2010) book.

Furthermore, the following evaluations addressed two questions: (a) what are the strengths of this service and product; and (b) how can the developer improve it?

Along with a descriptive study of the current sample size, the researcher utilized an Evaluation Research Design which analyzed processes involved in a computer training program to see if it accomplishes assisting low technology urban men and women in

being more technologically capable in using the computer. There were two types of instrumentation used.

First, four parent trainee participants reviewed the instructional book design, website on line training and grammatical structure of the training program. Their responses incorporated into the training program prior to the first pilot test. The trainers included five middle school teachers all women, between 25 to 30 years of age. The women consisted of two bilingual Hispanic, two African American, and one Caucasian American. There were two African American males; one in his mid 50s, and from the marketing industry, the other in his 50s a technology director from a nearby site, Bethune Middle School. The training program /instructional book review took place at Drew Middle School, on a Saturday in South Los Angeles. The marketing review took place at an office building, and the website/online feedback took place at another school site, Bethune Middle School. The participants evaluated the training program for aesthetics, consistency and format. The group presented recommendations in oral communication. The researcher took notes of these responses, and incorporated the changes. The questions presented to the trainers and trainees in the order of occurrence.

Following, there was a beta test of 14 participants of the full-length program. Data analysis included using evaluative feedback of the pre and post Likert scale assessments of the program *Emergency Response Quick Start* (2010) book. This information was presented in pie charts. Secondly, with bar graphs, the researcher evaluated the occurrence of open-ended thematic data collected from the participants' ongoing assessments of the training program *Emergency Response Quick Start* (2010) book.

Chapter 4 : Results

Presented in this chapter are analyses of the data from the pilot study participants of the training program and the instructional book. The data is presented through the use of pie charts, and bar charts designed with the StatView software and Microsoft Excel.

Purpose of the Study

The purpose of the study was for the researcher to develop and have evaluated the content, organization and ease of use of a computer-training program *Emergency Response Quick Start* (2010) book based on Information and Communication Technology environmental designs. This book was most notably based on underutilized women social networking traditions (food recipe/ meal preparation, and service). The major objective of this project made available an assessment of a service and its product (L. E. Walters, personal communication, August 12, 2009). One research objective guided the development and evaluation of this training program:

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Furthermore, the following evaluations addressed two questions: (a) what are the strengths of this service and product and (b) how can the developer improve it?

Survey Responses from the Pilot Testees Online and Face to Face Programs

Using a ratings on the Likert scale based on four levels: 1= Great, 2= Good, 3 = Fair and, 4=Poor, the parents were asked to rate their opinion of the training program on a formative assessment rubrics tool which included three response prompts: (a) This training program supported your basic need (real life situation such as a resume design,

web search); (b) this training program was easy to follow; and (c) the overall rating of the training program. Figures 5 through 10 represent these results:

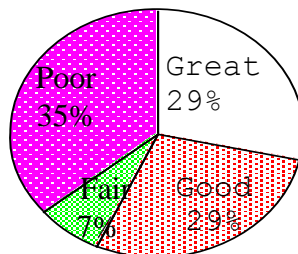


Figure 5. Training tool related to real life situations($N=14$)-first training.

After the first training assessment, a majority of the participants held that the training program was either *great* or *good* in relating to real life situations in finding job, building resumes' and with other personal needs ($n=8$, 58%), while 35% chose *Poor* ($n=5$, 35%), and the remaining *fair* ($n=1$, 7%).

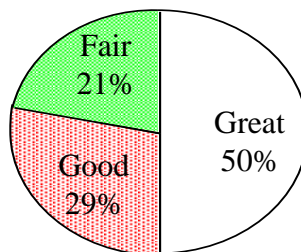


Figure 6. Training tool related to real life-situations($N=14$)-last training.

For the final appraisal a majority greatly related to real life situations ($n=7/50\%$). The remainder chose *good* ($n = 4$, 29%) while a few chose *fair* ($n = 3$, 21%).

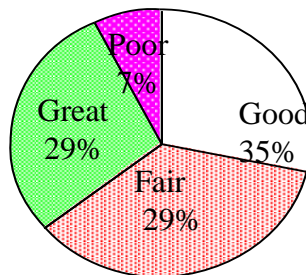


Figure 7. Training tool was easy to follow (N=14)-first training session.

After the first training a majority of the participants, ($n=9/64\%$), either thought the ease of use was *good* or *great*. The rest chose *fair* ($n=4, 29\%$), and one *poor* ($n=1, 7\%$).

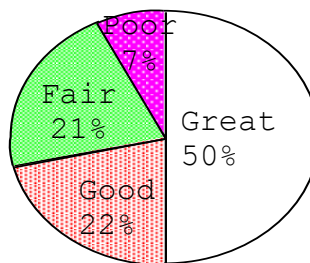


Figure 8. Training tool was easy to follow (N=14)-last training session.

For the final review 50% chose *great*; approximately 42% chose *good* or *fair*, and 7% *poor*.

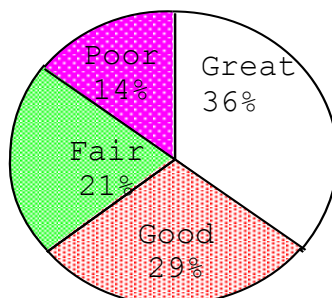


Figure 9. Overall ratings of this training tool (N=14)-first training session.

After the first training review, 65% participants of the overall feedbacks of this training tool chose that this program was either *great* or *good*, while 35% chose *fair* or *poor*.

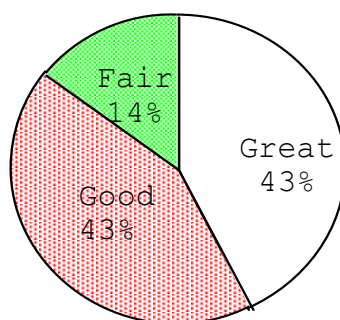


Figure 10. Overall ratings of this training ($N=14$)-last training session.

After the final training the evaluations indicated the majority of the participants chose great, or good ($n=12,86\%$), and a couple picked fair ($n=2,14\%$).

Themes Responses of the Open Ended Questions from the Online and Face to Face Programs

This section represents the thematic responses found in the open ended question responses during all five sessions by the 14 participants. From the research in chapter one and two, the investigator discovered that most often *respect, learning more, special interest, and self-esteem* were often troubling areas to low technology learners, and therefore were chosen as the themes to decode from the open ended questions. The theme coding process identified the most frequent words and phrases represented by these themes in two open ended questions by the 14 participants: (a) What are the strengths of this service and product; (b) How can the developer improve it?

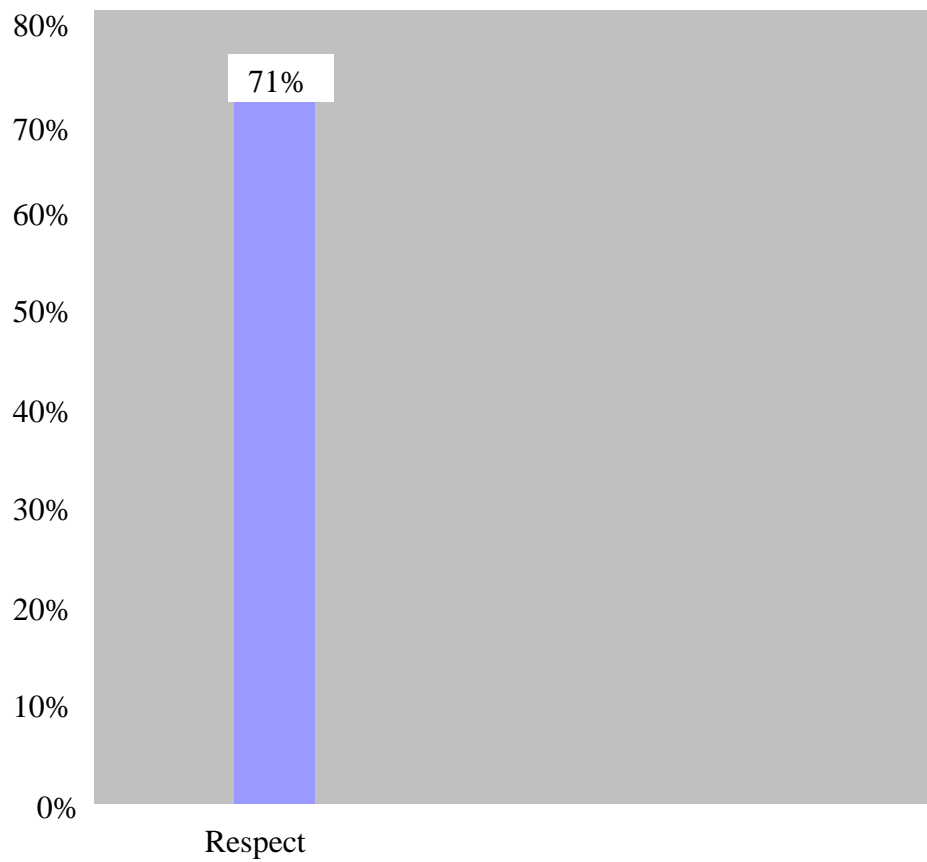


Figure 11. Theme-Trainee feeling respected ($N=14$).

From the responses in the open ended questions, words and phrases representing respect appeared 71% of the time amongst the 14 participants.

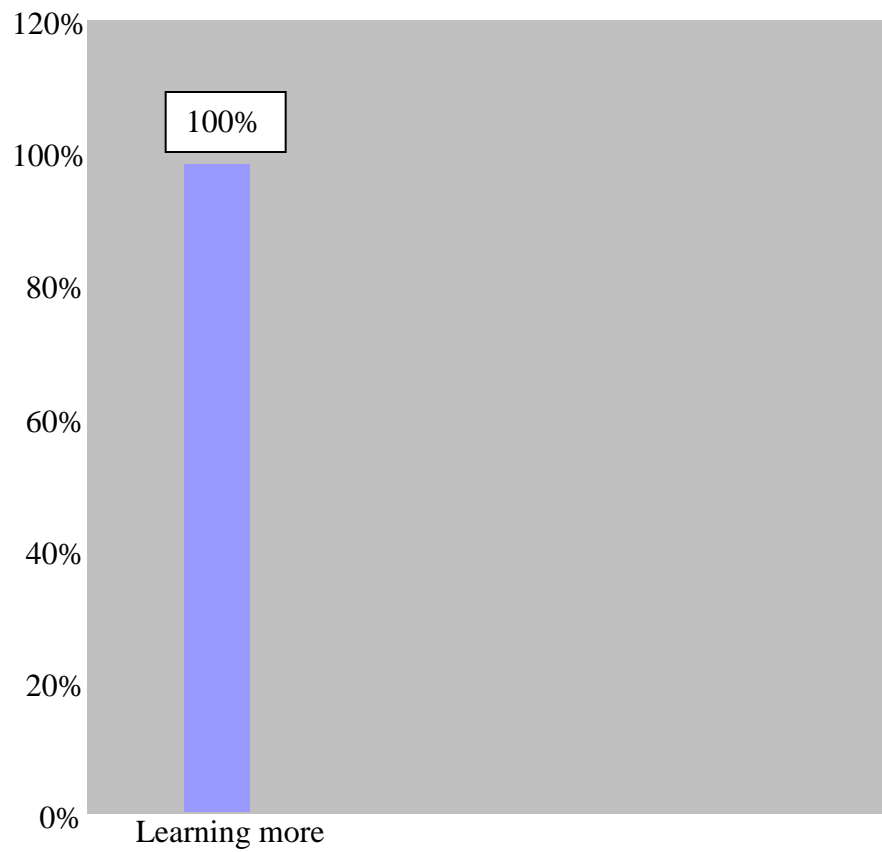


Figure 12. Theme-I am learning and remembering more than I knew before (web searches, typing, mouse- $N=14$).

Learning more than before occurred with all the participants (100%).

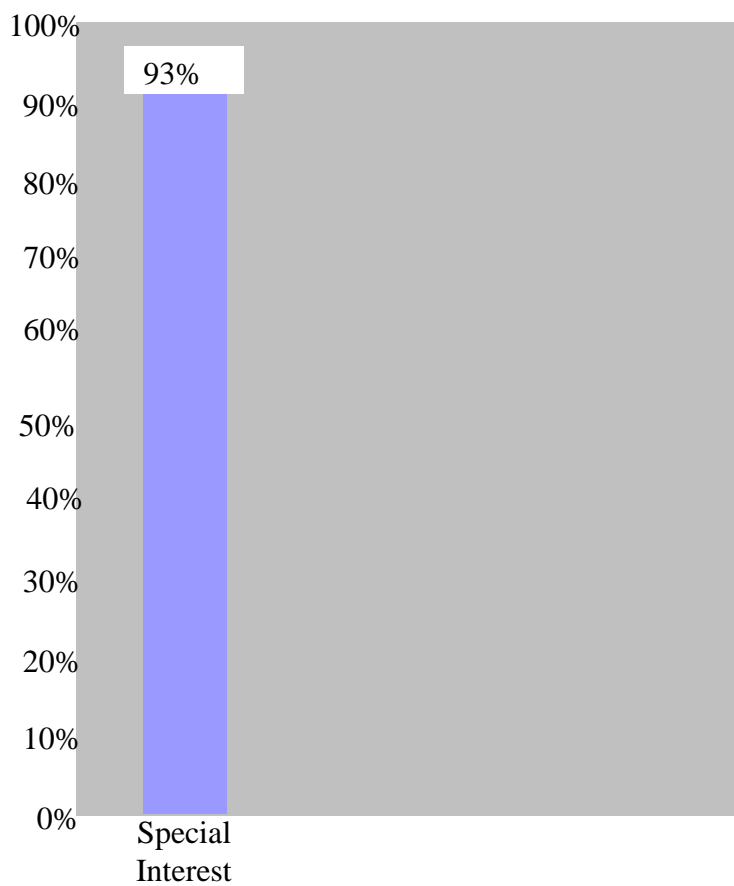


Figure 13. Theme-I am learning things that are important for my special interest ($N=14$).

From the reactions in the open ended questions, the participants mentioned they learned things important for their special interest 93% of the time.

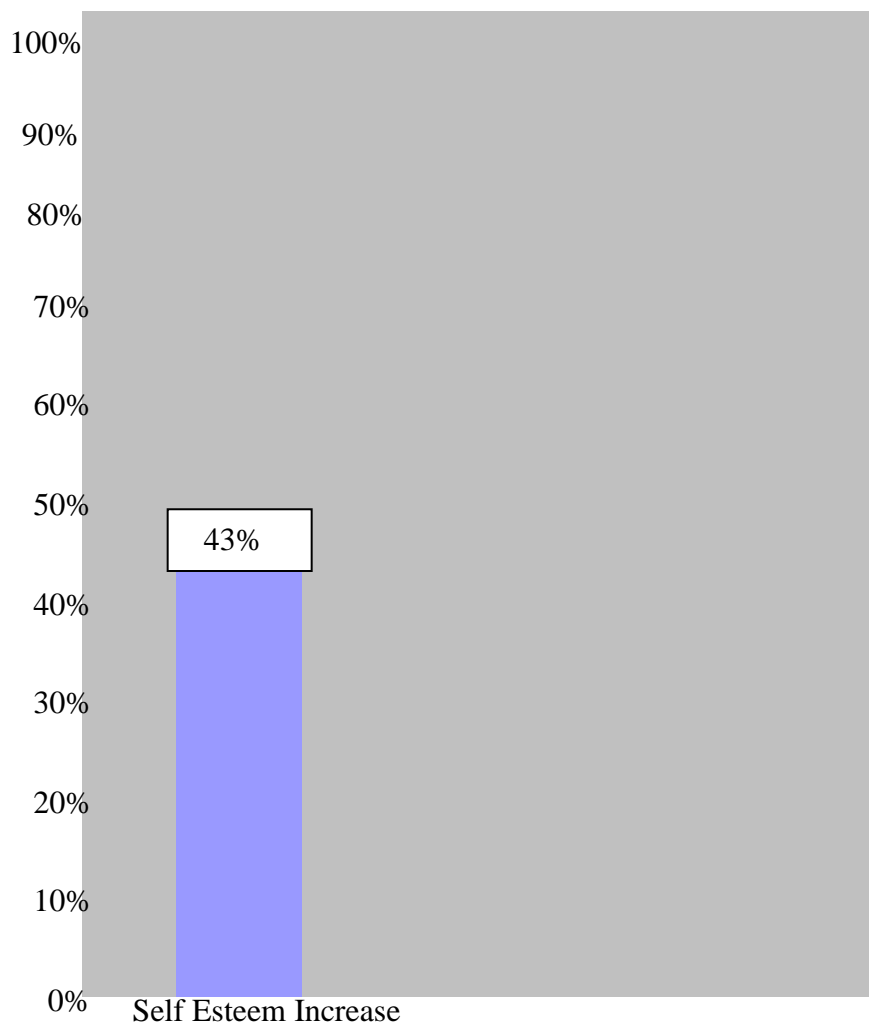


Figure 14. Theme-My self-esteem about computers has increased ($N=14$).

Finally, the participants shared self-esteem increase 43% of the time during the training program. This was reported by the six students who consistently participated in all of the trainings.

Conclusion

The major objective of this project made available an assessment of a service and its product. Presented in this chapter were the results of the data from the pilot study participation in the training program and usage of its instructional training tool (instructional book). The data results included results of formative assessments represented by pie charts, and thematic data through open ended questions represented by bar graphs. Chapter five will discuss the results of these findings, phenomenological observations, and future outlooks of the project.

Chapter 5 :Review, Implications, Recommendations, Denouement

Technology training programs are necessary for low income urban society to become comfortable and functional technology users, especially if urban technology centers and technology teachers expect to reach their full capacity. Furthermore, basic skill sets, and more readily available trainers need to support adults with learning challenges, beyond technology, who may not attend classes, yet need immediate technology support for urgent situations (Baker & O'Neil, 2003). Therefore, the researcher concluded a need to develop a more personalized training program *Emergency Response Quick Start* (2010) book that would support urban adults in feeling more functional and secure in the area of technology in times of pressing needs. Through investigation, the researcher discovered that training support, based on traditional social networking themes of women may best support the requirements of adults with low technology skill sets needing concise support. The purpose of the study was for the researcher to develop and have evaluated the content, organization and ease of use of a computer-training program *Emergency Response Quick Start* (2010) book based most notably on these traditional women social networking praxis (sharing recipes; cooking and caring for a family, services). The major objective of this project made available an assessment of a service, which was the training support, and its product which was the book (L. E. Walters, personal communication, August 12, 2009). One research objective guided the development and evaluation of this training program:

1. This study provided an opportunity for a group of urban adults to evaluate, clarify, and test the ease of use of this computer-training program *Emergency Response Quick Start* (2010) book.

Furthermore, the following evaluations addressed two questions: (a) What are the strengths of this service and product, and (b) How can the developer improve it?

Overall Training Program Feedback

According to the data responses, the pilot program created a training program *Emergency Response Quick Start* (2010) book that became easier to follow by the trainee/learner near the end of the program. Through observation, the researcher noticed that the participants' basic skills on the computer increased by the end of the program most notably their text development when writing personal letters, resumes and emails. Many parents mentioned that their children (who often served as the parent's interpreter at school and in business) also created an environment of trust and liberty when helping the parent trainee use the computer during these trainings. This supported the parent to comfortably investigate personal needs through technology (online banking, school information, medical information).

Training program *emergency response quick start* (2010) book conclusions.

The participants had struggles with the English version of *the Emergency Response Quick Start* (2010) booklet, and needed the translation from the bilingual trainers and their children. Secondly, some parents shared that the program book was too lengthy (originally 105 pages), and needed to be re-written in Spanish and English giant poster size cards. Another participant shared that a poster size version also helps with his poor eye sight. Additionally a simple emergency procedure should be in place, to help families get organized with available technology, in preparation for a disaster.

Positive feedback included that most participants enjoyed tracking their improvements through an optional pre and post skills assessments (see Appendix D).

Lastly, participants found the mouse instructional the easiest to follow, and emphasized that it should be a huge focus point for new learners. From this it was concluded that with these modifications the instructional program *Emergency Response Quick Start* (2010) book would create a more user-friendly tool.

In summary, the researcher/developer concluded that the pilot program was supportive in determining that the content and program itself was relevant in meeting the emotional and social needs to low tech, urban technology users. The researcher concluded that the training program *Emergency Response Quick Start* (2010) book and evaluation process should continue with further development on a larger scale.

Implications

The following section will summarize the similarities and differences of the training program book in relation to the three main models in shaping this project. To reiterate, the three models included the Grameen Village Phone Ladies of Bangladesh praxis, and the Social Capital, Quality of Life and Information Society Technologies (SOCQUIT) framework, which was embodied by The Family Technology Resource Center of Dekalb County Georgia.

Like Grameen Village Phone Ladies of Bangladesh, the researcher acknowledge in his program/book acknowledged the social networking traditions and aptitude of women when it comes to facilitating social networking relationships, trust and needs amongst both kinship and workplace relationships. However, unlike its predecessor, the researcher translated these abilities from conceptual relational vernacular into nine coded steps relationship objectives.

The researcher's training program book utilized the social network concepts of the SOCQUIT framework (embodied by FTTC) which included (a) using low-end technology parents as the trainees, (b) connecting these low end users with familiar surroundings to build a level of trust and comfort (the researcher used a community of low-tech parents of students at two different public schools) and, (c) inviting outside networks like employment agencies to these sites for the new tech adult learner to build relations with employers, which drove their motivation towards using technology to develop web search and resume/letter writing skill-sets to attain job opportunities.

However, the one area the SOCQUIT/FTTC model did not acknowledge was the purposeful (not erratic) utilization of the kinship network of teachers' and their students as technology trainers for parents. Through their advanced technology skill-sets as well as an emotional support awareness for their low tech adult/parent members (i.e. illiteracy, aging) student/children, with proper emotional guidance from their teachers, can serve as a key component in supporting low-tech parents in urban communities towards understanding fundamental concepts for immediate computer needs. Lastly, the parents (mainly bilingual) found this social networking premise to be an effective learning tool in connecting with English speaking social networks, which was a premise not mentioned in the FTTC program.

Recommendations

Evaluations. One evaluator testing the evaluation tool (the rating rubrics) with a larger population of would be low-tech users with a Cronbach's Alpha test, to internally test the tool's reliability. Some of the trainers suggested testing a larger group of 50-100 urban participants in an urban beginner's technology class (adult high school) randomly

assigned to a treatment vs. a control group of low-tech adult technology users. The researcher would then expose the treatment group to the program/book, followed by a post test of both groups with a web hunt timed test, and with open ended questions. The researcher would compare the outcome of both groups with cross tabulations. Another urban technology expert suggested creating a partnership, modifying the book to the needs of the company. This could test the program book with a larger population to gain an external evaluators judgment (the partner's client), and non participating observers (the partner's company employees) of the book and its effectiveness.

Partnerships. The researcher is attempting to sustain a future version of the pilot program with a partner. These attempts of partnerships have included the local Starbucks Corporation, The Whole Foods Corporation, McDonald's Corporation, People Coordinated Services (with the Los Angeles Department of Aging) the members of the California Grocers Union. The researcher also approached city governments from San Francisco, Compton and the City of Los Angeles to adopt adaptations of this program. Temporarily, the researcher created a pilot partnership with the Parent Teacher Students Association (PTSA) at Bancroft Middle school. Finally the researcher approached the United States Citizenship & Immigration Services (USCIS)-this will be discussed in the conclusion.

Denouement

Though noteworthy Information and Communication Technology (ICT) training programs have been developed in the past, this researcher sought to create a project that utilized most notably the social networking traditions of women (i.e. recipe development,

food preparation, service) as themes for a technology training program *Emergency Response Quick Start* (2010) book.

This chapter revisits the results of the original thesis objectives in Chapter One which included Likert scale program evaluations, and open-ended discussion of positives and improvement feedback for this project.

A future endeavor for this program *Emergency Response Quick Start* (2010) book is to test it with a larger group of people, and involve children as the main trainers. At the end of this study the researcher approached the Los Angeles region of the United States Citizenship & Immigration Services (USCIS) and the Clinton and Bush Haitian Relief effort with this training program *Emergency Response Quick Start* (2010) book to support those clients needing to file for immediate Temporary Protection Status (Haitians and Chileans earthquake survivors living in the United States) but who may have problems with technology and or literacy. The researcher presented the idea of opening the USCIS office on the weekends so adults needing help can attain assistance from their technology literate family members. The hope of this next step is for the program book lead a “National Day of Immediate Technology Support” initiative for low tech/low literacy adults needing immediate and simple technology life skills attain support from technology trainers they know (like their children, family and close friends) at homes, schools, libraries and other available technology centers. This day would also include PSA announcements, and “sticker reminders” distributed by all the technology groups, companies and cell phone distributors.

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APPENDIX A

Training Program Evaluation Assessment Form Session #1
"The No Help Session"

Name _____

Directions- For the demographic questions please fill in the black line. Please circle your responses to the following statements based on the tool that you just used according to this ratings systems:

1 Great 2 Good 3 Fair 4 Poor

This training program relates to real life situations when I have to write a letter or resume on the computer without any help.	1	2	3	4
The training program is easy to follow when I do not receive any help	1	2	3	4
Overall rating of this program.	1	2	3	4

What are the strengths of this program?

How can the developer improve it? _____

Assessment Form Session #2 “Starting with The Basics-Using the Mouse”

Name _____

Directions- For the demographic questions please fill in the black line. Please circle your responses to the following statements based on the tool that you just used according to this ratings systems:

1 Great 2 Good 3 Fair 4 Poor

This training program relates to real life situations when I am tutored on how to use a mouse so I can properly use it, to quickly get the information I need on a website of my choice.	1	2	3	4
The training program is easy to follow when I do not receive any help	1	2	3	4
Overall rating of this	1	2	3	4

program.				
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What are the strengths of this program?

How can the developer improve it?

Assessment Form- Session #3 “Getting more help from the trainer on how to use the mouse for letter writing.”

Name _____

Directions- For the demographic questions please fill in the black line. Please circle your responses to the following statements based on the tool that you just used according to this ratings systems:

1 Great 2 Good 3 Fair 4 Poor

This training program relates to real life situations when I now get the support I need on how to use the mouse, and how to start writing a letter or resume.	1	2	3	4
The training program is easy to follow when I do not receive any help	1	2	3	4

Overall rating of this program.	1	2	3	4
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What are the strengths of this program?

How can the developer improve it?

ASSESSMENT FORM- SESSION #4 “USING MY NOTES IN THE INSTRUCTIONAL GUIDE ON HOW TO FIND A WEBSITE WITH MY MOUSE”

Name _____

Directions- For the demographic questions please fill in the black line. Please circle your responses to the following statements based on the tool that you just used according to this ratings systems:

1 Great 2 Good 3 Fair 4 Poor

This training program relates to real life situations when I have to use the mouse , and the Internet without any help.	1	2	3	4
The training program is easy to follow when I do not receive any help	1	2	3	4

Overall rating of this program.	1	2	3	4
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What are the strengths of this program?

How can the developer improve it?

ASSESSMENT FORM- SESSION #5 “ THE NO INSTRUCTOR HELP SESSION.

SEEING HOW MUCH I HAVE IMPROVED ON WRITING MY LETTER OR

RESUME WITH ONLY THE INSTRUCTIONAL GUIDE”

Name _____

Directions- For the demographic questions please fill in the black line. Please circle your responses to the following statements based on the tool that you just used according to this ratings systems:

1 Great 2 Good 3 Fair 4 Poor

This training program relates to real life situations when I have to write a letter or resume without any help. Now I can test my training on how much I can do on my own from the first session	1	2	3	4
The training program is easy to follow	1	2	3	4

when I do not receive any help				
Overall rating of this program.	1	2	3	4

What are the strengths of this program?

How can the developer improve it?

APPENDIX B

Book Sample



*Computer training made cellphone sized,
and easy for the new learner.*
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For volunteer training-not for resale

I What is TeachAllTechnology?

A technology training menu guide, where you the new learner, are taught skills by family, friends or anyone who has functional computer skills.

II The trainer and new learner go over this menu together! This menu will guide the trainer on how to use their personal process and style to teach new learners basic computer skills for their quick needs outcome. At the end of every session, the new learner keeps this guide as their "cell phone sized" help tool.

III This will happen at schools, churches, community centers, libraries, homes or where ever there are computers and connectivity available. Again, the purpose of the program is to get new users computer functional as quickly as possible. We want the new users to be empowered enough to move forward and use the computer on their own, and/or comfortable enough to take technology classes in their community.

IV

What makes TeachAllTechnology special?

2. As potential participants, we both know how it feels to be respected in social networks such as a family dinner, where a good host will take care of you like a guest at a restaurant. Many of these people are grandmothers, uncles, moms, dads or good friends in our lives who had a knack at hosting guests.

4. On the next page Granna's family (me, the author, is kneeling down) represents four generations. The seven and under group can social network much faster than their great grandparents on the computer. Just think of the wisdom the great grandparents could add to a network!



3. In the computer world, there are social meeting places (networks). Some of us who don't use the computer may not understand this as social meeting place. These same individuals not only are missing out on social opportunity, but the opportunity is missing their positive influence.



6. With this project, we are attempting to use the principals of traditional women social networks to train non-computer users with that same special care. To get everyone in the correct mind frame, I am asking both the computer trainer and trainee to follow these nine steps during the training program.

8. Participants, will give us feedback on how to improve this training program. We will also see if this training has helped improve your computer skill sets. So the following cards represent the nine social networking themes represented in the program, followed by the training program itself.

10. **Respect the learner.**
Trainers, use your own style of how you use the computer to show the guest learner what they need to know. Do not show them extra functions-that's for later. Remind yourself of a how special people respect you, serving you a meal, or giving you supportive attention in times of need. This is how you treat the new learners

12. Ears are for listening for the learners needs beyond what is said. WE MOTIVATE THIS EXCHANGE FIRST BY HEARING THE NEW LEARNER INTEREST!

14. **Perform**
the technology task, and then allow the trainee to follow your lead. Expect some resistance-people in time of quick need usually will accept the help. Make the training Cell phone easy!

7. Please note-This training is introducing the learner to feeling more comfortable about technology. It's more of a "show me" program (like learning how to use a cell phone) versus let me understand what these terms and functions mean. That would be their next step in a local tech center computer class.

9. After thousands of hours of social networking research, it was confirmed that women often have the most helpful social networking outcomes. The theme RESPECTME represents the best and most basic practices of this research that can translate into technology social networking training and learning.

11.

**Who gives you lots of respect?
Place their photo on this page!**

13. Save time by asking what some other outcome needs of the learner may be such as serving/volunteering, recipes, job search, application/résumé', health, education, PowerPoint, Excel? A known outcome will motivate a learner to do whatever it takes to get through the training.

15. **Teach no More**
than the task at hand. Do not turn the learner into a programmer. Increased Esteem of the learner should be noticeable after the training is finished-make it your goal. Once you walk the learner through your style of instruction, see if they can do it on their own. Praise the person for this accomplishment.

16.

REMINDER NOTE

Server and Guest. Be mindful of sharing personal information on the computer. Share with the new learner the + and -. Make them comfortable yet aware 😊



18.

As stated before, technology tasks are determined by the “tech guest”. Prompts shared by the “server/trainer” may include health care web sites, employment sites, online banking websites, and educational websites. Example of these will serve as a scavenger hunt that the server will guide the guest through during each session.

19.

A scavenger hunt means giving a task to the “tech guest/learner” to find a website and retrieve information on their own. Like telling the guest tech learner to type in a website, and writing down the first word they see on the website page. The hope is for the guest/learner to search for other sites that meet their needs.

20.

As mentioned before, each trainer will use their personal way of using computers (from tuning it on, to pulling up the website) and teach the guest tech learner, following the nine step social networking interaction process. For some trainers, this is a “touch and feel”, to another, it may be slightly more technical-KEEP IT SIMPLE



22. What is the purpose of this community? What does “online” mean? Have you heard of Facebook, Twitter, Google, email? Well all of that interaction takes place on the Internet, which basically means connecting with other people through the computer (like a phone or television uses cable wires).

23. There are some of you who will learn how to connect with trainers teaching (not in person), but through email instructions. THIS DOES NOT APPLY TO THOSE OF YOU WHO HAVE AN IN PERSON TRAINER. HOWEVER YOU AND YOUR TRAINER ARE WELCOME TO ASK AND SEE WHAT WE ARE DOING😊

24. The website for the online session will be at the site TeachAlltechnology. However, we will let you know if it is .com, .org, .net, or at a group website. Trainers feel free to explain what this means to those learners who are interested. If no interest, “no worries 😊!”

25. Do you have a family member or friend you would like to email, or see on the computer?

The person I want to email, or see on the computer screen is

If you like place their photo here on this page.

26. The STOP SIGN on the next page can mean, "Going Fast-Slow Down ☺!" or I need a "1 minute break"; (which may be used by either a tech-server and the tech-guest), or "Show Me That Step Again please ☺?!" This is an option to verbal commands. All you do is detach the card and use it during the training. Put it back when you are done☺!

28. Tech-guest will be ask to fill out an evaluation form after each training program. These forms will be provided at the technology sites.

30. **SESSION 1**-The trainer will assist the learner with MS word, and ask the tech guest to write a letter, resume', and or recipe out on their own. This first session will time their speed and accuracy on how fast they accomplish this task. The beginning and ending time will be submitted. This same task will also be performed on the last meeting day. After each session the guest will be asked to complete an evaluation about the lesson.

32. **START TRAINING HERE** (tech trainers, your script is in **bold face**).
Hello_(say the trainee name)_____, may I help you use the computer? (Explain what it is, if needed.) I_(trainer name)_____ want to help. Keep in mind I only have 60 minute. In that time limit I will show you only what you need to know, please ask questions.

34. I will quickly show you the functions on the typing format, just enough to get you started.

NOTES HERE FOR THE NEW LEARNER

27.



29. At the end of each training program, the tech guest will keep this menu program and practice on their own.

31. TO THE TRAINERS A QUICK REMINDER. WE HAVE CREATED A SCRIPT FOR YOU TO READ IN BOLD TYPE. READ IT WORD FOR WORD, OR CHANGE IT TO MATCH YOUR STYLE.

33.

I will show you where the ON button is located (notes below for new learner).

I will show you where the SCREEN button is located. _____

I will show you where the SEARCH ENGINE is located. I will quickly show you how to use the mouse. We will go into more details about this later. _____

35. The first session in this training is for you to create something which may includes a business or personal letter, an invite, recipe, and or a resume'. You have 60 minutes to do as much as you can, without any help from me. After this session, we will be working together to improve your skills.

Write in your start time _____, and begin!

60 MINUTES LATER

36. Please write in your end time _____.
The trainer may say- Great end to session #1. It may have been hard to do without my support, but trust me, it was hard for not to help. The purpose of this program is to convince the technology world how important people are to one another in learning this information.

38. SESSION 2

“The Mouse to the Websites”
The tech server/trainer may say- “Welcome tech guest to Session #2. These next sessions will focus on three areas: website finds, MS word doc development, and your personal social networking need.



40. The trainer may say- Let’s talk Mouse! These mouse user rules are to guide my thoughts. As you watch me actually use the mouse, make sure you take notes!

We both will remember the RESPECTME rules!

37. If you did not have problems, congrats!
How much do you think the trainer helped you?
Circle one of the following answers.
4-A lot 3-Some 2-A little 1-None
Before you leave please fill out the evaluation forms.
END SESSION 1

39. The trainer may say-I am going to suggest ways to teach you how to keep this computer friendly and fun. My goal is to make the basic computer needs in your life easier, whatever that is to you. Secondly, my goal is that you start seeking more technical training in a class offered in your neighborhood.

41. One Button Mouse



Instruction- In a press-and-hold action, the user presses and holds the single button. After a second or so, the action is performed.

42.



44.

The Other Type of Mouse

Left (main) button: The left button, which falls under your right hand’s index finger, is the main button. That’s the button you click the most.



Right button: The right button is used for special operations, although right clicking mostly pops up as a shortcut or context menu.
Wheel button: The center, or wheel, button can be pressed like the left and right buttons, and it can be rolled back and forth. Some wheels can even tilt from side to side.

43.

Notes

45.



48.
Notes

47.
Notes

49. The trainer may say-Let's have some mouse fun! Type these sites in, and see where we go! Examples are searching for old friends www.facebook.com.

50.

See what President Obama is talking about on <http://www.serve.gov/> ...and or discover what a Twitter or a "tweet is on <http://twitter.com/>. Let's not forget about MySpace. <http://www.myspace.com/>

52.

SLIP IN A PHOTO HERE THAT YOU MAY WANT TO SHARE ON FACEBOOK OR MYSPACE.

54.

The trainer may say- You may choose search engines where you may also type in the information you are seeking in the search option (i.e. jobs, health, banking). Here are two examples we can learn about.

BING

<http://www.bing.com/search?srch=105&FORM=AS5&q=google&adit=strict>

GOOGLE<http://www.google.com/>

51.

SLIP IN A PHOTO HERE THAT YOU MAY WANT TO SHARE ON FACEBOOK OR MYSPACE.

53.
Notes

55.
Notes

56.
Notes

58. **Health care?**

www.medi-cal.ca.gov
<http://www.medicare.gov/>
http://www.usc.edu/patient_care/hospitals/lac_usc/
<http://www.drewmedical.com/>
www.healthnet.com/
www.universalcare.com/
www.uclahealth.org
 Your provider? _____

60.

YOUR EDUCATION?
<http://adultinstruction.org/>
<http://www.laccd.edu/>
<http://www.devry.edu/>
<http://www.americancareer.com/http://www.bryman-college.com/>
 or write your website
 here _____

62.

The tech server/trainer may say-What are the sites you are seeking? Write those sites below!

64.

ALLOW THE GUEST TECH LEARNER TO PLAY AND SEARCH ON THE COMPUTER.

57. **Online Banking Needs?**

<https://www.bankofamerica.com/>
<https://www.chase.com/>
<https://www.wellsfargo.com/>
 Put your bank in below.

_____ This is for you to get familiar with your bank. BE CAREFUL ABOUT SHARING PERSONAL INFORMATION!!!!

59. Your Child's **Education?**

http://notebook.lmsd.net/portal/page?_pageid=33,47493&_dad=&_schema=PTL_EP

<http://www.icefla.org/>

<http://www.greendot.org/> Or write your website
 here _____

61. The tech server/trainer may say- These sites are just to help us get familiar with the Internet. You may have another site that I am not familiar with. If that is the case, we can learn it together!

63.

Notes

65. NOTE TO THE TRAINERS- BE MINDFUL OF THE 60 MINUTES-REMIND THE GUEST OF THE END TIME. AT THE 60 MINUTE MARK, THE SESSION ENDS. SO START WRAPPING IT UP AT THE 55 MINUTE MARK. The tech/server says-Before you leave please fill out the evaluation forms.

END SESSION #2

66. SESSION #3
"What I Need"

The trainer says-Now how about trying to write something? Like a resume' or recipe or a letter? It's up to you! Unlike the first session, this time I will help you as much as you need me.
Let's remember the RESPECTME rules!!!

68.
Notes

70.
NEED RECIPE EXAMPLES OR IDEAS? <http://www.foodnetwork.com/>
NEED RESUME' OR LETTER EXAMPLES OR IDEAS?
<http://www.bestsampleresume.com/>

72.
Notes



Who makes great recipes in your family? Drop their pocket size photo here as a reminder!

69.
Notes

71.
Notes

73.
Notes



75.
Notes for invite websites

76.
Notes

77.
Notes

78.
Notes

79.
Notes

80.
Notes

81.
Notes

82.
Notes

83.
Notes

84.
Notes

85.
Notes

86.
Notes

88.

SESSION #4
"The Web Hunt"

Allow the student to scavenge hunt, and
find these websites on their own, with
little help!

RESPECTME-Reminder ☺

90.

Find www.facebook.com

92. Find

<http://twitter.com/>

94.

Find President's Obama's site

<http://www.serve.gov/>

Once you find the website post your stop time
here _____

87.

NOTE TO THE TRAINERS- AT THE 60 MINUTE
MARK, THE SESSION ENDS. SO START WRAPPING
IT UP AT THE 55 MINUTE MARK.

The tech/server says-**Before you leave please
fill out the evaluation forms.**

END SESSION #3

89.

The trainer may say-Okay tech guest,
**find these sites on your own! When you
find the site, the next card will tell you
to write down information about that
site on the next page/card.**

Ready, set

Post their start time here _____

91.

Once the guest finds Facebook, they are to
finish the Facebook mission statement

Facebook helps

you _____

93.

Once the guest finds Twitter, they are to
finish the Twitter mission statement

**Twitter is a service
for** _____

95.

The tech/server says-**Before you leave please fill
out the evaluation forms.**

END SESSION 4

96.

"Push the Chick Out of the Nest"

TRY TO ALLOW THE STUDENT TO WORK WITHOUT HELP. THIS SESSION IS TO MARK THEIR IMPROVEMENT FROM SESSION 1. THE LEARNER RECREATES THEIR PROJECT FROM LESSON 1 (RESUME, LETTER, RECIPE, INVITE) THEY CAN USE OLD NOTES FROM THIS MENU TRAINING BOOK.

Post their start time here _____

98.

100.
Notes

102.
Notes

104.

The trainer may say- Wow! Look how much you have improved! I am so proud of your accomplishments! I will need to collect your material and the manuals, so we can make it better with your comments-we will try to get them back to you as soon as possible!

97.
Notes

99.
Notes

101.
Notes

103.


Post their end time here _____

END SESSION #5

How much do you think the trainer helped you with MS WORD?
Circle one of the following answers.
4-A lot 3-Some 2-A little 1-None

105.

Please fill out the evaluation forms. You will receive a certificate of completion for finishing this program. THANK YOU!!!!!!

Sincerely,
Jon Gary, Creator 

APPENDIX C

Spanish Supplement Guide

Enseñándoles Tecnología a Todos/ Teach All Technology

Como participantes sabemos lo que se siente ser respetados en redes sociales tal como una cena familiar, donde un buen anfitrión te trata como un huésped en un restauran.

En el mundo de las computadoras, hay lugares para citas sociales (red). Algunos de nosotros quienes no usamos computadoras talvez no entendemos estos como un lugar para citas sociales. Estos mismos individuos no solo se están perdiendo una oportunidad social, pero la oportunidad esta perdiendo su influencia positiva.

Este entrenamiento introduce al aprendiz a sentirse más cómodo con la tecnología. Es mas un programa de “enséñame” (como aprender a usar un teléfono celular) versus, déjame entender lo que se significan estos términos y funciones.

Introducción/ Introduction

Que es “**Enseñándoles Tecnología a Todos**”. Un menú guía de entrenamiento tecnológico, donde tu el nuevo aprendiz, eres enseñado técnicas por tu familia, amigos, o cualquiera que tenga técnicas funcionales en computación.

Sobre la Tecnología/ About Techno

El propósito de este programa es conseguir que los nuevos usuarios sean funcionales en computación lo más pronto posible. Queremos que los nuevos usuarios se empoderen lo suficiente para que avancen y usen por si solos, e-o lo suficientemente cómodos para tomar clases en su comunidad. Esto puede tomar lugar en cualquier lugar que aya conexión.

Red Social / Social Network

“Oportunidades de compañerismo sociales/ Partnership Opportunities”

Participación en el proyecto/

Tú el usuario nos darás información de cómo mejorar este programa de entrenamiento. También veremos si este entrenamiento te ayuda a mejorar tus sets de técnicas en computación. Hay temas de redes sociales representados en este programa que el entrenador usara para enseñarte lo que necesitas.

Estos principios son: 1. respeto 2. Escuchar las necesidades del usuario 3. Ahorrar tiempo pidiendo los resultados de las necesidades del usuario tal como ser voluntario, recetas, búsquedas de empleo, etc. 4. Asistir en llevar acabo la tarea técnica. 5. enseñar no más, que la tarea a la mano. 6. La tarea será determinada por el “anfitrión técnico.” 7. Cada entrenador enseñara su propia forma de usar la computadora (desde prenderla a abrir sitios de la red) y enseñar a el huésped usuario.

Participación Online/ Online Participation

Ustedes que están en este sitio completaran el entrenamiento online. El propósito del componente online es alcanzar a la mayor cantidad de adultos posible y entrenarlos en una manera fácil de comprender. Tienes un familiar o amigo a quien quieres mandar un correo electrónico, o quieres ver en la computadora. Ve a Microsoft Word y scribe: The person I want to email or see on the computer is _____.

Si quieres pon su foto aquí en esta pagina.

Evaluación/ Evaluation

Al final de cada entrenamiento el “huésped técnico” llenara una forma de evaluación que se le dará en forma material. Entregaras todas las formas al final de tu entrenamiento.

Primera Lección/ Lesson 1

Hola mi nombre es Mr. Gary, Mrs. Galdamez o Mr. Armagnac. Puedo ayudarte a usar la computadora? Necesitas ir a la página de la primera lección para obtener las instrucciones. Tienes una hora para terminar la tarea. Después terminaremos las tareas que e creado para acomodar las necesidades para el uso de computadoras que tu as mencionado. Ahora es el tiempo en que tú aprenderás sobre el uso de computadoras y que te sientas cómodo asiéndolo.

Puede mandar un correo electrónico para decirnos si necesita mas ayuda.

lyg0852@lausd.net

jog6525@lausd.net

Lección 2/ Lesson 2

En la segunda sesión aprenderás sobre “el ratón de los sitios de la red.” Hablemos en ratón! Estas reglas para usar el ratón son para guiarme en el Internet. Recordemos las reglas RESPECTME! Instrucciones: en acción de oprima y detenga el usuario oprime y detiene la tecla. Después de un segundo tendrás que poner el cursor en el lugar apropiado.

El botón a la derecha se usa para operaciones especiales, aunque cuando lo oprimes casi siempre te da el menú de vía corta o contexto.

Botón de ruedas- el botón de rueda o de centro pueden ser oprimidos como los botones de la izquierda y derecha, y se puede rodar asía delante o atrás. El botón de medio se puede mover asía arriba y debajo de la pagina.

Otro tipo de ratón/ Other Mice

(Esta dividido en tres partes)

El botón de la izquierda (principal): el botón izquierda queda de bajo del dedo índice de la mano derecha, es el botón principal. Es el botón que se oprime mas seguido.

Ejemplos de sitios/ Examplesites

Aí que divertirnos con el ratón! Ejemplos de lugares donde puedes intentar.

<http://www.facebook.com>,

<http://www.laopinion.com>,

<http://www.serve.gov>,

<http://www.myspace.com>

<http://www.bofa.com>

<http://www.chase.com>

<http://www.wellsfargo>

Puedes escoger motores de búsqueda, como Google, Bing, Yahoo, etc. Estos te ayudan a buscar empleo, investigar sobre cuidado de salud, y practicar tus necesidades bancarias.

Cuales son los sitios que buscas, escríbelos en un documento de Microsoft Word o en tarjeta de notas proveídas.

Lección 3/ Lesson 3

Ya que hemos trabajado en la red que te gustaría hacer? Te gustaría intentar escribir en Microsoft Word? Te gustaría aprender sobre Facebook y LinkedIn? Cuales son tus necesidades? Que te beneficiaria mas a ti?

Si intentamos escribir, no igual a la primera sesión yo te ayudare lo más posible.

Recordemos las reglas de RESPECTME!!!!

NECECITAS EJEMPLOS DE RECETAS O IDEAS? <http://www.foodnetwork.com>

NECECITAS EJEMPLOS O IDEAS DE CARTAS U HOJAS DE VIDA?

<http://www.bestsampleresume.com>

Tienes una hora para trabajar en esta lección.

Antes de seguir la próxima lección llena las formas de evaluación.

Lección 4/ Lesson 4

“Casería en la Red”

Ahora iras de casería en la red donde encontraras la locación de varias redes sociales útiles. Queremos que encuentres estos sitios tu solo pero si tienes problemas me puedes mandar un correo electrónico pidiendo ayuda.

RESPECTME-recordatorio; > escribe la hora en que empezaste en un papel.

Encuentra <http://www.facebook.com> una ves en el sitio y que ayas explorado escribe en el papel que tiene la hora que empezaste como termina esta frase: [Facebook helps you](#)

Encuentra <http://twitter.com> una ves en el sitio y que hayas explorado escribe en el papel que tiene la hora que empezaste como termina esta frase: [Twitter is a service for](#)

Encuentra <http://www.serve.gov> una vez en el sitio y que ayas explorado escribe en el papel que tiene la hora que empezaste como termina esta frase; [This site is good for](#)

Cuando ayas terminado la ultima frase, escribe la hora que terminaste en tu papel

Acuérdate de llenar la forma de evaluación.

Lección 5/Lesson 5**“empuja el pollito fuera del nido”**

Ahora recrearas tu folleto de la primera lección en hoja de vida, carta, receta, invitación. Puedes usar notas o cualquier cosa que ayas encontrado útil en el entrenamiento. Intenta hacer esto con poco o nada de ayuda de tu entrenador. Queremos ver cuanto han mejorado tus técnicas.

Por favor anota la hora al empezar y revisa donde estas en una hora.

Por favor asegúrate si llenaste todas las evaluaciones y mándalas por correo electrónico a

_____.

APPENDIX D

Pre and Post Skills Assessment

A pre and post computer skills assessment of the participant's and teacher Internet and computer aptitude in using the instructional book training tool were measured. The participants were tested on typing quantity for writing of choice (i.e. personal letter, recipe) and web hunt location speed.

Typing quantity

Face-to-Face program. The following five participants are were volunteers in the Parent Center at Bancroft Middle School, Los Angeles (California) Unified School District, therefore had the same time constraints. During the training session, the results of the typing quantity per word test of the following five participants were based on a 24 minute time frame. The words were measured by Microsoft "Word Count".

Word Count

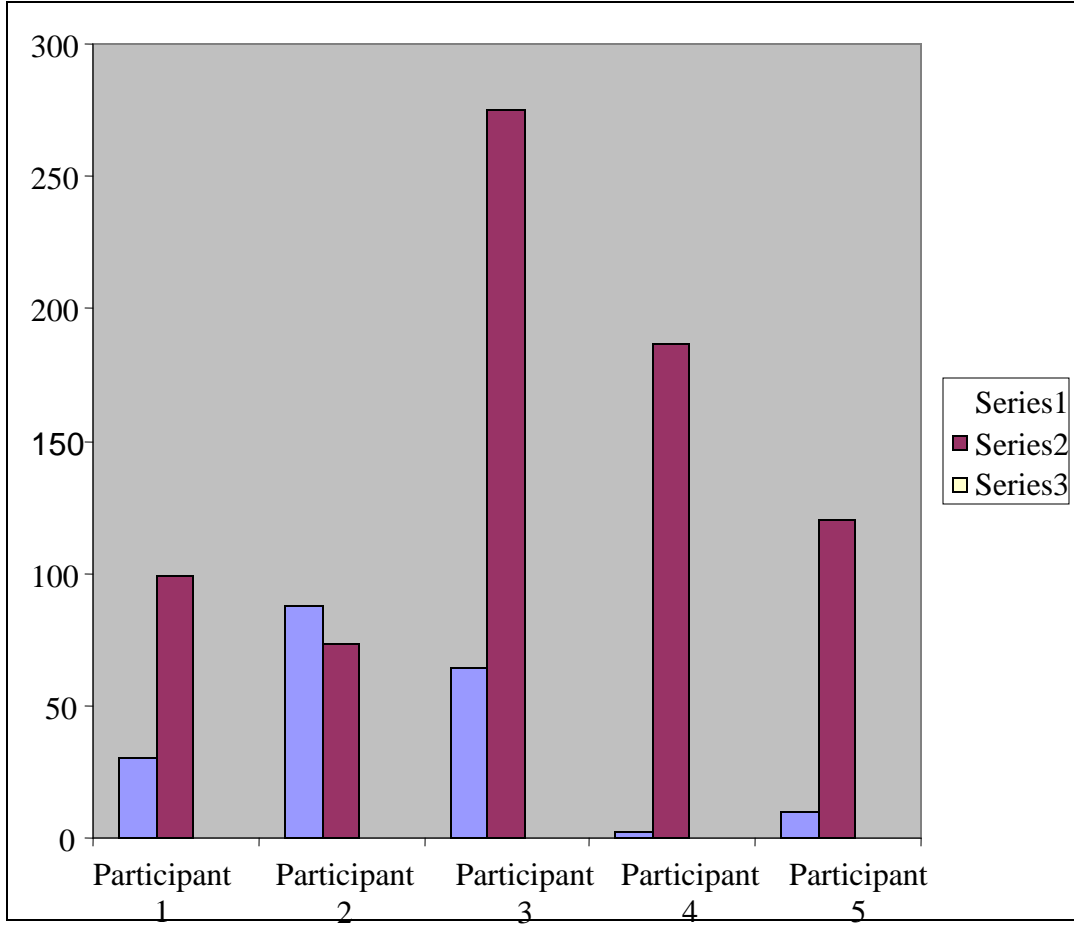


Figure D15. Writing Test for the Pre and Post Typing word count-Face-to-Face (N=5).

Typing quantity

Face-to-Face program. The following five participants were all volunteers in the Parent Center at Bancroft Middle School, Los Angeles (California) Unified School District, therefore had the same time constraints. During the training session, the results of the typing quantity per word test of the following five participants were based on a 24 minute time frame. At the end of the time frame, the words were measured by Microsoft “Word Count”. Between session 1 and session 5, the following results occurred:

Participant One's typing speed increased from 30 words to 99 words, Participant Two's speed increased from 88 to 173 words, Participants Three's typing speed increased from 64 to 257 words, Participant's Four's typing speed increased from 2 to 187, and Participant's Five's typing per word quantity increased from 60 to 120 words . Overall (per 24 minute time frame) the participants typing speed increased on the average from 49 words at session 1 to an average of 176 words by the last session.

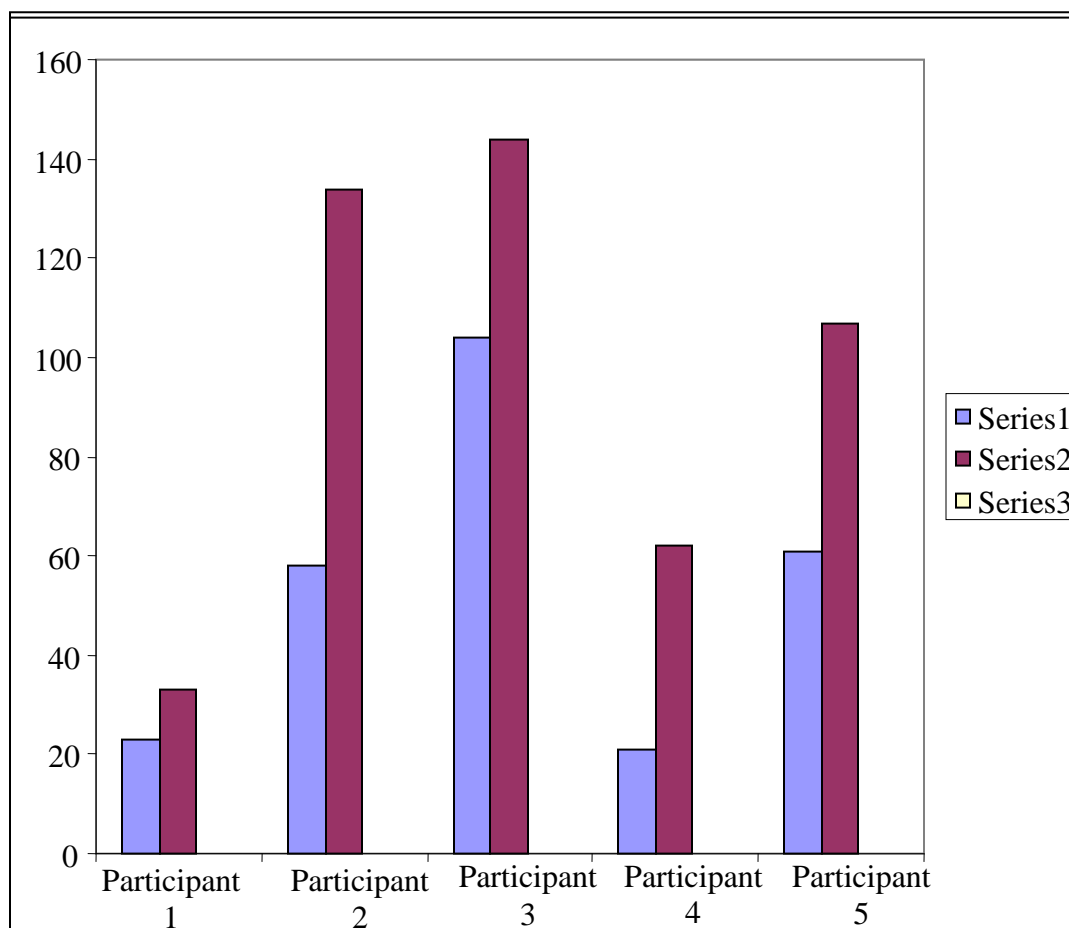


Figure D16. Writing Test for the Pre and Post Typing word count online program (N=5).

Online Program. In the online program, the following participants recorded the following increases between lessons 1 to lesson 5. In a 24 minute time frame, Participant

One's word count increased from 23 to 33 Participant Two's word count increased from 58 to 134, Participant three's word count increased from 104 to 144, Participant Four's word count increased from 21 to 62, and Participant Five's word count increased from 61 to 107(two did not report). Overall(within a 24 minutes time frame) the participants in the online program had a typing word count increased on the average from 53 words to 96 words.

APPENDIX E

Sample Work

Name Participant E Session # _____

Directions- For the demographic questions please fill in the black line. Please circle your responses to the following statements based on the tool that you just used according to this ratings systems:

1 Great 2 Good 3 Fair 4 Poor

This training program relates to real life situations.	1	2	3	4
The training program is easy to follow	1	2	3	4
Overall rating of this program.	1	2	3	4

What are the strengths of this program?
Me gusta por que uno puede ver todo
como saber el re gl 9 años de la escuela

How can the developer improve it?
con ti nuar este programa de computadora.

- 1). I like this program because I can see everything, even the school's rule.
- 2). Continue with the computer program.

Nombre Participant V Sesión # _____

EVALUACIÓN DE FORMA/PROGRAMA DE FORMACION DE EVALUADOR PARA CADA SESION FINAL(1-5).

Debe haber 10 de estas encuestas rellenas por cada uno de los participantes. Escriba su nombre y número de sesión siguiente.

1 Bastante 2 Algo 3 Poco 4 Poquito

Esta herramienta de formación se refiere a situaciones de la vida real.	1	2	3	4
La herramienta de formación es fácil seguir.	1	2	3	4
Calificación total de esta herramienta.	1	2	3	4

¿Cuales son los Componentes Fuertes de este programa?

los elementos que tenemos son muy buenos pero muy rapidos

Liste como podemos mejorar este programa

Creo que necesitamos mas tiempo.

- ① The components that we have are very good, but it is too fast
 ② We need more time.

APPENDIX F

Certificate

Teach All Technology
at
Bancroft MS



Proudly presents this Certificate of Participation to:

*For Participating in "Teach All
Technology" Beta Test
Given this 23th day of November of 2009*

Mr. Jon Gary, Researcher

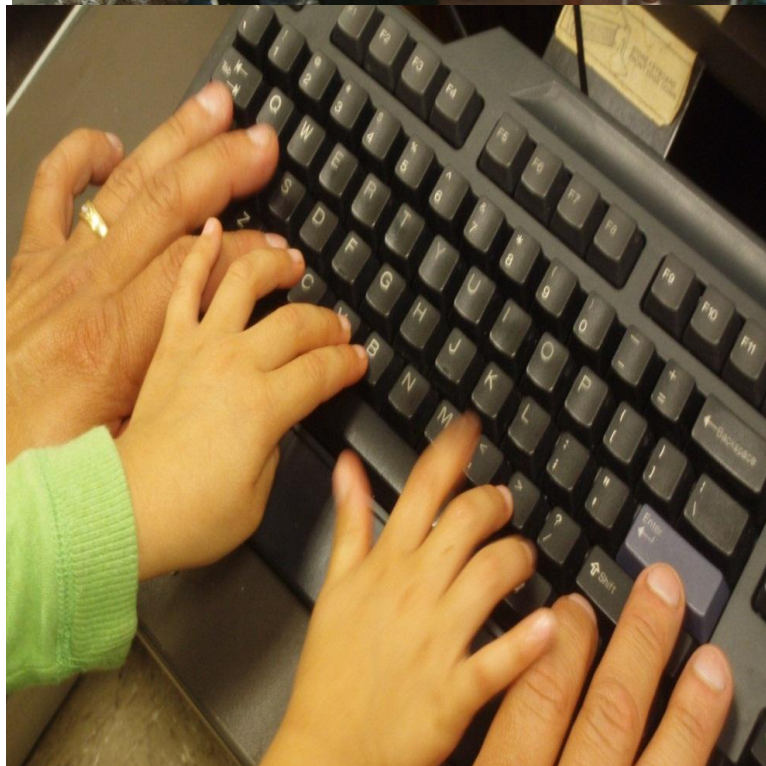
Mrs. Galdamez, Lead Trainer

APPENDIX G

Newsletter

Teach All Technology/Bancroft is a volunteer technology support program for parents of urban school children computer access or functional computer help. This support includes helping the parent search for resume' templates, jobs, health information, online bank instructions, and other very basic needs to support school families in difficult economic times. The technology support team for these parents needing help would include their local school's computers, student /child, teachers and administrators.

I am beta testing two areas: 1.) an emotional support technology training book, and 2.) and online training program supporting new technology parent/learners. This program has been previously developed with Bethune Middle School, tested at Drew Middle School (summer 2009); and currently at Bancroft Middle School and soon, the NOW Academy (December 2009).



APPENDIX H

News wire

'Teach All Technology' -- A social networking volunteer campaign to help low tech, low literacy and older adults with emergency technology needs.

Contact: Jon Gary

LOS ANGELES, May 25 /[Christian Newswire](#)/ **“Women traditionally are the best social networkers, this is why according to statistics, they dominate the social networking sites, but we are underutilizing their brilliant abilities...”** as said by Jon Gary, Doctorate of Education candidate, Pepperdine University, who is finishing a five year study on “Social Networking Best Practices-Helping People With Immediate Technology Needs.” Because of gender roles traditionally throughout history, women are often allocated to traditional social networking interaction which may involve care taking, service and or food preparation. “However, these skill-sets should be developed in to a universal design model, especially towards helping people needing immediate/emergency social networking help...if we combine traditional women social networking models, with skill-sets of children’s ability to use technology-we could help prepare a nation in a time of immediate/emergency technology help.”

Immediate/emergency technology help includes low tech, low literacy, and older adults who need speedy help with important online information such as health care, and job finds.

According to Gary’s research, “...this is basically ‘scholastic common sense’. Many people are insecure when it comes to using technology...older adults are losing their vision and other adults simply cannot read what’s on the screen. Often trusted family members and friends, especially children serve as ‘security blankets’ and walk these family members through the process...we need to organize these relationships to prepare ourselves as a nation in times of emergency...”

Gary has created a volunteer drive to support Haitians with these needs currently living in the United States gain Temporary Protection Status as United States citizens.

This help would include a need for adequate Creole/French translators to help clients with online information using United States Community and Immigration Services (USCIS) computer kiosks as well as other areas of technology to meet the filing deadline of July 2010.

“There are basic common sense steps in helping people in need, it's just doing it as a plan that needs to be executed, implemented and reiterated by our government, technology/media corporations and the people.” Jon Gary is available to discuss ways of how individuals can help and prepare families in need of immediate support. Other discussions consist of developing a "Teach All Technology" National volunteer drive to motivate citizens to help those in need of immediate/emergency social networking technology support.

INTERVIEW REQUEST: Please contact Jon Gary.

Jon Gary has piloted test a “Teach All Technology” quick help guide to support low tech and low literacy adults use technology. The guide is currently under pre publication peer review.

APPENDIX I

List of Classes

EDOL 714	Organizational Behavior, Theory and Design	June Schmieder-Ramirez
EDOL 729	Information Literacy and Scholarship	Lauren Walters
EDOL 740	Personal Leadership	Vance Caesar
EDOL 700	Leadership Theory and Practice	Vance Caesar
EDOL 724	Ethical Leadership and Social Justice	Kent Rhodes
EDOL 734	Data Analysis and Interpretation	Tom Granoff
EDOL 754A	Economic and Political Systems	June Schmieder-Ramirez
EDOL 754B	International Policy Experience	June Schmieder-Ramirez
EDOL 758	Consultancy Project	Ron Stephens
EDOL 757	Entrepreneurship	Vance Caesar
EDOL 756	Leading Educational Program	Mark Allen
EDOL 730A	Research Methods and Evaluation	Doug Leigh
EDOL 762	Transforming Organizations in a Global Community	Evelyn Robertson
EDOL 730B	Qualitative Research and Analysis	Kay Davis
EDOL 759	Law and Dispute Resolution	June Schmieder-Ramirez
EDOL 753A	Management and Policy Development	Vance Caesar
EDOL 753B	National Policy Experience	John McManus
EDOL 787	Comprehensive Seminar	Chet McCall
EDOL 791	Dissertation Research	Lauren Walters
EDOL 791	Dissertation Research	Lauren Walters
EDOL 791	Dissertation Research	Lauren Walters
EDOL 791	Dissertation Research	Lauren Walters
EDOL 791	Dissertation Research	Lauren Walters

